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ABSTRACT

Issues that affect personal safety on college campuses are discussed in these proceedings of a 1986 symposium on personal safety organized by the State University of New York (SUNY) and the Research Foundation of SUNY. Conference papers and authors are as follows: "Interpersonal Violence: Addressing the Problem on a College Campus" (David Hanson, J. Patrick Turbett, Patricia Whelehan); "Violence on a Residential Campus and the Learning of Nonviolent First and Last Resorts" (Simon I. Singer, Lionel S. Lewis); "Date Rape Workshop" (Diane Gale, Stacey Plichta); "Acquaintance Rape Prevention Training Program on College and University Campuses" (Andrea Parrot); "Planning and Implementing a Model Program for Prevention of Acquaintance Rape on College Campuses: A Strategic Approach" (David Drinkwater; A. Parrot); "Multiphasic Safety and Security on State University of New York Campuses and Communities" (Otto A. Berliner); "The Human Relations Training Program, Cornell University" (Ronald Loomis, Jerry Feist, Kris Miller); "Caring Enough to Respond: A Report from the American College Personnel Association Commission Task Force on Victimization and Violence on Campus" (Mary L. Roark); and "Campus Awareness of Personal Safety" (Noel Palmer). Questions and answers follow each paper. Included in the paper on a date rape workshop are attitude surveys, true-false exercises, and sentence completion exercises. Appended are a symposium schedule and a list of symposium participants. (SW)

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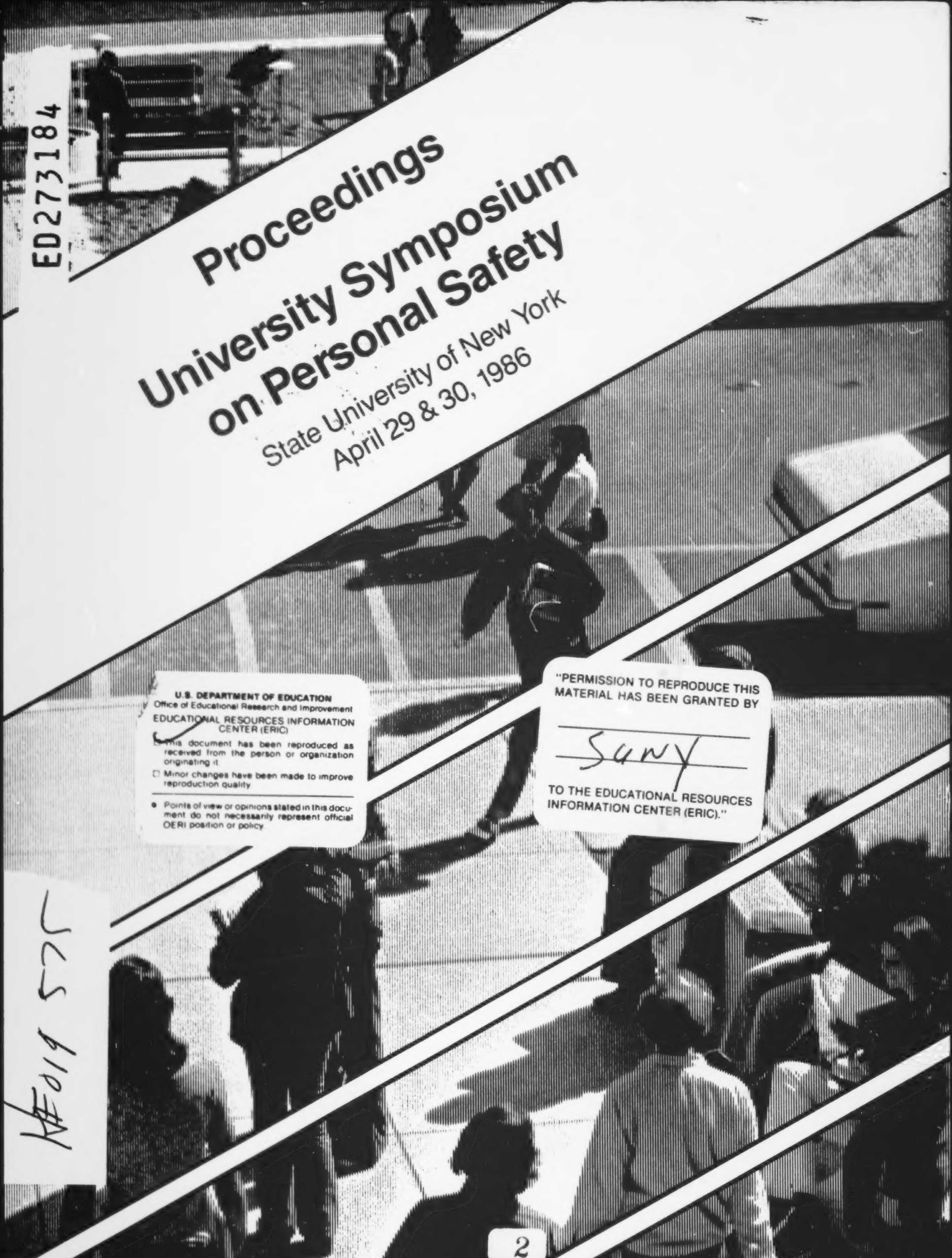

Proceedings

University Symposium on Personal Safety

State University of New York
April 29 & 30, 1986

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PROCEEDINGS OF THE

UNIVERSITY SYMPOSIUM ON PERSONAL SAFETY

April 29 and 30, 1986

Sponsored by:
State University of New York
and
The Research Foundation of
State University of New York

Edited by John W. Kalas and Catherine J. Lott
June, 1986

CONTENTS

Page

Foreword. 1

Program 3

Introduction: Dr. Jerome B. Komisar, Executive Vice Chancellor, State University of New York 5

Interpersonal Violence: Addressing the Problem on a College Campus
by: Dr. David Hanson, Dr. J. Patrick Turbett, and Dr. Patricia Whelehan
State University College at Potsdam 7

Symposium Discussion. 27

Violence on a Residential Campus and the Learning of Nonviolent First and Last Resorts
by: Dr. Simon Singer and Dr. Lionel Lewis
State University at Buffalo 31

Symposium Discussion. 51

Date Rape Workshop
by: Dr. Diane Gale and Ms. Stacey Plichta
State University at Buffalo 53

Symposium Discussion. 87

Acquaintance Rape Prevention Training Program on College and University Campuses
by: Dr. Andrea Parrot
New York State College of Human Ecology at Cornell University 91

Planning and Implementing a Model Program for Prevention of Acquaintance Rape on College Campuses
by: Dr. Andrea Parrot and Dr. David Drinkwater
Cornell University. 107

Symposium Discussion. 127

Multiphasic Safety and Security on State University of New York Campuses and Communities
by: Professor Otto Berliner
SUNY Agricultural and Technical College at Alfred 133

Symposium Discussion. 149

The Human Relations Training Program
by: Mr. Ronald Loomis, Dr. Jerry Feist, and Ms. Kris Miller
Cornell University. 151

Symposium Discussion. 193

CONTENTS (Continued)

Caring Enough to Respond
by: Dr. Mary Roark
State University College at Plattsburgh 195

Symposium Discussion. 205

Campus Awareness of Personal Safety
by: Mr. Noel Palmer
SUNY Agricultural and Technical College at Farmingdale. . . 207

Symposium Discussion. 227

List of Participants. 229

FOREWORD

One of the recurrent themes of the University Symposium on Personal Safety was the recognition that safety on a university campus is achieved only through cooperation of the diverse members of the campus community. An analogous level of cooperation was required to assemble the Symposium and issue these Proceedings.

The project initiated with the Board of Trustees of State University of New York. As Jerome Komisar points out in his introductory remarks, it was the SUNY Trustees who, in the course of examining some quite concrete issues having to do with data on campus violence and the need for additional public safety officers, asked as well that the University bring to bear its intellectual resources on the issues of campus safety.

The Trustees turned to the staff of the SUNY Central Administration and the Research Foundation to find a mechanism that would accomplish the Trustee goals. Dr. James Smoot, who recently retired as Vice Chancellor for Employee Relations and Educational Services, and Dr. J. Norman Hostetter, Associate Vice Chancellor for Educational Services, worked closely with the Editors to plan the Symposium. A Call for Papers was issued to the 64 campuses of the State University in October, 1985. Summaries of the papers that were received were reviewed and the program for the Symposium was established.

In addition to assembling papers for presentation, the planners also took seriously the task of assembling participants in the Symposium who would both participate and represent the diverse constituencies that constitute a comprehensive University. Ms. Jane McAlevey, A SUNY Trustee and President of the Student Association of State University, greatly assisted in assuring that the participants were representative of the University community.

The cooperation of the campuses, both through the speakers and the campus representatives who attended the Symposium, was excellent. It became clear to us early in the process, and was only confirmed as planning progressed, that all the campuses of State University of New York are serious about campus safety and have many creative solutions to offer regarding particular safety concerns.

The Research Foundation of State University of New York agreed to assume the costs of the conference. In addition to assuming direct expenditures, the Editors, both Research Foundation employees, were encouraged to do what they could to ensure the success of the Symposium. The Foundation's Office of Public Affairs, specifically Mr. James Caruso, was responsible for graphics and printing of the Proceedings. The Editors appreciate his advice and cooperation.

The Symposium was held at the Rockefeller Institute of Government in Albany, whose beautiful facility and cooperative staff lent much to the success of the Symposium. We are particularly grateful to Dr. Warren Ilchman, the Institute Director; to James Morrell, Deputy Director; and to Barbara Plocharczyk, Marketing Director.

The interaction between the presenters and the participants made for a successful Symposium. Several participants said that the Symposium embodied the community of interests that is essential to a sound campus safety program. Although a written document cannot convey the sense of commonality that the participants felt, it is our hope that the Proceedings represent a faithful record of the Symposium that will be of use to SUNY Trustees, to officers and staff of SUNY campuses concerned about the issues of campus safety, and to campus communities everywhere that recognize that the optimal learning environment is a safe environment.

John W. Kalas
Catherine J. Lott
May, 1986

University Symposium on Personal Safety

April 29, 1986

9:00 Registration

9:30 Introduction and Welcome

10:00 **Interpersonal Violence: Addressing the Problem on a College Campus**

Dr. David Hanson and
Dr. J. Patrick Turbett
Department of Sociology
State University College at Potsdam

Dr. Patricia Whelehan
Department of Anthropology
State University College at Potsdam

10:45 Break

11:00 **Violence on a Residential Campus and the Learning of Nonviolent First and Last Resorts**

Dr. Simon I. Singer and
Dr. Lionel S. Lewis
Department of Sociology
State University of New York at Buffalo

12:00 Lunch

1:30 Panel Discussion:

Acquaintence Rape and Sexual Harassment

Moderator:
Dr. Andrea Parrot
Department of Human Service Studies
College of Human Ecology
Cornell University

Panel:
Dr. David Drinkwater
Dean of Students
Cornell University

Dr. Diane Gale
University Counseling Service
State University of New York at Buffalo

Ms. Stacey Plichta
Sexuality Education Center
State University of New York at Buffalo

5:30 Reception

April 30, 1986

9:30 **Multiphasic Safety and Security on State University of New York Campuses and Communities**

Mr. Otto Berliner
Social and Behavorial Sciences Department
State University Agricultural and Technical
College at Alfred

10:15 Break

10:30 **A Campus Educational Program to Combat Stereotyping**

Mr. Ronald Loomis
Department of Unions and Activities
Cornell University

Dr. Jerry Feist
Assistant Dean of Students for Counseling
Cornell University

Ms. Kris Miller
Human Relations Training Program
Cornell University

11:15 **Caring Enough to Respond: A Report from the American College Personnel Association Commission I Task Force on Victimization and Violence on Campus**

Dr. Mary Roark
Counseling Program
State University College at Plattsburgh

12:00 Lunch

1:30 **Campus Awareness of Personal Safety**

Mr. Noel Palmer
Vice President for Student Affairs
State University Agricultural and Technical
College at Farmingdale

2:30 Concluding Remarks

WELCOME AND INTRODUCTORY REMARKS

Jerome B. Komisar
Executive Vice Chancellor
State University of New York

Although Chancellor Wharton was unable to be here this morning, he has asked me to welcome you on his behalf to Albany and to the Conference. We are especially pleased that the Rockefeller Institute is serving as a forum for exploring the issues that affect personal safety on university and college campuses.

Dr. Wharton has asked me to stress once again the high priority placed by the Board of Trustees of the State University of New York on personal safety. The right to safe surroundings and the right to freedom from fear are among the most fundamental reasons why human beings form collectives, pass laws, and submit to governments. A community that cannot offer this absolutely basic service is hardly a community at all. As institutions devoted to the life of the mind and the pursuit of truth, colleges and universities have an especially urgent claim on freedom from fear. Scholarly inquiry and the transmission of knowledge can only go forward in the presence of order and in the absence of threat.

It is important to note that personal and public safety are not simply negative things -- the lack of crime in a given setting or the unlikeliness of intimidation. We don't have to look very far these days to realize that an overpoliced society can be at least as hostile an environment as one with no police at all. In an open society like our own, therefore, the challenge is to make personal safety and law enforcement a positive force -- to create an environment that is not merely unconducive to danger, but actively encouraging to freedom, fairness, civility, and understanding.

The idea for this conference arose at a meeting of the SUNY Board of Trustees. Two issues were under consideration: first, the allocation of additional resources to the campuses of the University to enable them to hire additional public safety officers; and, second, the establishment of campus-wide task forces to explore personal safety issues. To these two approaches a third -- this conference -- was added. As with other conferences, the purpose is to bring together people with common concerns to exchange ideas, and in the process of discourse and debate to discover new insights, sharpen questions, and hopefully gain some hints about solutions. Most of all this conference is an announcement that we refuse to hide in heightened desperation and allow suspicion and fear to gain advantage. Rather, we will direct our considerable energies to further the daily and infinite call for community.

The problems of personal safety on campuses are little different from the problems of safety faced by the larger society. Fortunately, however, the academy is better prepared to confront the issues. At least that is our belief and the reason for our coming together.

I wish you a very productive conference. Thank you for inviting me.

Interpersonal Violence: Addressing the Problem on a College Campus

David Hanson
Dept. Of Sociology
SUNY College at Potsdam

J. Patrick Turbett
Dept. of Sociology
SUNY College at Potsdam

Patricia Whelehan
Dept. of Anthropology
SUNY College at Potsdam

INTRODUCTION

As educators we stress the importance of learning in the solutions to contemporary social problems. In this paper we discuss the use of educational experiences and campus policies to prevent and reduce interpersonal violence. Violence can be expressed as sexual harassment, psychological abuse between persons, or physical assault (e.g.,date rape). Through effective organization of the learning environment, knowledge about violence can be increased, awareness of violence can be heightened and intervention against violence can be facilitated. The discussion which follows outlines specific strategies campuses can adopt to achieve these objectives.

Any effective violence intervention program needs to understand and address the informational issues relating to violence. Commonly held misconceptions about violence and its prevalence contribute to its maintenance by diverting people´s attention away from the real causes of violence and by insulating people from the unpleasant consequences of violence. An examination of these misconceptions and of the current situation regarding interpersonal violence on the campus of SUNY, College at Potsdam, demonstates this point.

Myths

One of the most pervasive misconceptions about violence is that violent people are mentally ill. This has been referred to in the violence literature as the myth of psychopathology (Gelles, 1973). According to this myth only disturbed people are violent toward other persons; "normal" people do not do this kind of thing. Despite overwhelming evidence that interpersonal violence is quite common in our society and that it is not restricted to psychopathic individuals, many people share this belief. It is generated and reenforced by media portrayals of violent people, e.g., Charles Manson, and often the violence itself is used as evidence of the psychopathology — circular reasoning. While this kind of thinking provides some psychological comfort for people (i.e. my friends and acquaintances are not violent), it misleads people into thinking they need not be concerned about interpersonal violence in their lives.

Another important myth concerning violence is the idea that alcohol or drugs make people aggressive or violent (Celles, 1979). Under the influence of these chemical substances people become increasingly uninhibited and are no longer responsible for their actions. To a certain extent this is an extension of the psychopathological myth, the difference being that the drugs or alcohol create the psychopathology. As with the psychopathology myth, the alcohol and drugs myth is supported by the media and culture, and it is a widespread belief in our society. This misconception is further supported by data that show that alcohol and drugs are associated with much interpersonal violence. Studies of the effects of alcohol and drugs report no direct causal link between chemical use and violent behavior. In fact, in some societies alcohol has the effect of making people less aggressive and violent (MacAndrew and Edgerton, 1969). Many experts suggest that people use the alcohol-drug explanation to rationalize their violent behavior and to reduce their personal responsibility. The more people that accept the use of alcohol and drugs as an excuse for interpersonal violence, the more salient the explanation, and consequently the easier it is for people to rationalize their actions.

Another misconception which allows interpersonal violence to be excused is the catharsis myth (Steinmetz and Straus, 1974). We sometimes refer to this notion as the "blowing off steam" syndrome. People who engage in mild or nonserious violent behavior are less likely to committ serious violent acts. In other words the person who blows his stack and slaps his partner may avert seriously injuring her. A little violence helps to prevent more serious violence. This reasoning stems from the ideas that holding ones negative feelings inside oneself is dangerous and that a certain amount of violence is normal -- "the boys will be boys" rationale. As with the other myths there is little real evidence to support this. Generally, the data suggest that violence begets violence, that people who are violent in nonserious ways also are violent in serious ways. The less violence is tolerated at all levels and degrees, the less likely it is to occur.

Many myths surround sex and interpersonal violence (Steinmetz and Straus, 1974). These range from ideas that sexual urges make some people violent --repressed desires-- or that aggressive, violent partners are more desirable -- macho men. Belief in these kinds of ideas may lead people to accept agressive or violent behavior --e.g.,date rape. At this time there appears to be no biological link between sexual drive and violence and these ideas only serve to foster undesirable violent behavior.

A final misconception worth noting is the myth of the ideal couple or the ideal family. This myth views interpersonal relationships as always characterized by kindness, concern and harmony. Families are seen as cooperative groups which rarely suffer from problems or disharmony. These notions are supported by our beliefs about love and romance -- love conquers all-- and by media depictions of families such as "Eight is Enough" and "Ozzie and Harriet". The real danger to these ideas is that they prevent people from being prepared to handle difficulties in relationships. Problems are seen as highly improbable and those problems that do crop up will work themselves out with little effort or work. People adhering to this belief are really unprepared for the complexity and difficulty of serious interpersonal relations and may exacerbate problems with their lack of adequate coping skills.

Singlely, none of these misconceptions may seem very important. Together these false beliefs constitute a set of ideas about interpersonal violence which allow violence to go unnoticed or to be considered inconsequential. In a word, these beliefs allow people to deny violence as a real and immediate problem in their lives. Programs which hope to prevent and reduce interpersonal violence must recognize and combat this denial. As a result of this denial, most college students do not conceptualize interpersonal violence as a problem which exists on their campus. In the next section we examine the situation at Potsdam College to illstrate this point.

The Current Situation at Potsdam College

This section of the paper addresses three topics: the extent and kinds of interpersonal violence known to exist within the college community; factors contributing to the violence; and current means of addressing the problem. The information for this section was obtained from one of the author's counseling experiences, interviews with staff at the college Counseling Center and with the Assistant to the President for Affirmative Action.

Violence appears as psychological harassment (e.g. threats of job security; ruined reputations for unmet sexual demands), verbal assault (e.g. name-calling; gender harassment, put-downs) and physical attack (e.g. battering; date rape; sexual harassment). Some form of violence can be found within all aspects of the college community and generally appears to be male-female directed, heterosexual, and frequently involves differences in power. No sector of the campus is immune, although incidents and forms of violence vary widely. Students, couples, faculty-student and faculty-staff relationships are involved. The most common form of known, reported violence is psychological abuse, followed by battering, particularly between student couples (e.g. five known battering couples were seen at the Counseling Center last fall, 1985) and rape, particularly date rape (nineteen on-campus rapes were reported to the Counseling Center last academic year, 1984-1985). Gender and sexual harassment generally fall within the category of psychological violence which is one reason this is the most common form. Obviously, while not all people in the college community are involved in or subjected to violence, it occurs sufficiently often that underlying contributing factors and means of addressing the problem need to be examined.

Factors contributing to interpersonal violence include denial, ignorance, fear, recent changes in male-female relationships, and the acceptance of violence as a cultural norm. In addition, shortages in Counseling Center staff specifically trained to deal with these problems means that existing personnel resources are strained to meet the counseling need.

Denial is one of the most important contributing factors in interpersonal violence. Denial is found in the college community and takes on several forms. Common expressions of denial include: "That´s not rape, is it ?," heard as a frequent response to date rape; "I didn´t really hit her, I only shoved her because she pushed me too far;" or "It´s just the way men and women treat each other" - the latter given as a response to verbal sexual or gender harassment. Both victims and perpetrators tend to deny the act. Faculty and staff, fearing possible job recriminations, the spectre of witch-hunts or believing that incidents are either misrepresented, distorted, or hearsay, tend not to see or know of the violence.

Fear follows denial in importance and serves to reinforce the impact and strength of the denial. There exists the fear of loss - job, friend, reputations, confidentiality and anonymity on the part of the victims. There is fear of exaggeration of the problem and of a negative reaction from the larger community and parents. Fear reinforces the denial and drives the problem underground. Interpersonal violence is underreported, underprosecuted, and underpunished, thus allowing it to occur in secrecy, ignorance and shame.

Ignorance also contributes to the problem. Clear, concise, widely known and accepted definitions of rape, assault, battering, and harassment do not exist as part of our common knowledge and vocabulary. Underreporting contributes to ignorance; a problem doesn´t exist if we don´t know about it. Lastly, the legal, social and moral need to protect confidentiality and anonymity leads to a lack of publicity about the problem in general.

Ignorance is also a function of the current state of male-female relationships. Men and women rarely are socialized in this society to treat each other as friends and colleagues. The emphasis is on socio-sexual socialization and interaction. Even then, the norms for appropriate male-female verbal and non-verbal behavior in these areas are in flux. Ambiguity and confusion abound. Clear-cut rules and signals are less common.

Lastly, there is the widespread observation that violence is accepted as a cultural norm. These factors are interactive and diferentially operative, depending on setting, place and the individuals invloved.

While Potsdam is fortunate in having full-time staff at its Counseling Center trained to deal with battering and rape crisis intervention, there are only two full-time counselors to serve the entire college community. Thus, potential for staff burnout is high. In addition, counseling people in battering situations, sexual assaulters, and victims of sexual assault requires *specialized* counseling education and techniques. On-campus resources to deal with these problems are finite.

Current means of addressing interpersonal violence are multi-faceted. They include a full-time counselor trained to deal with these issues, R.A. (resident assistant) in-service training, trained peer counselors for rape-crises intervention, and films, workshops and written material. Part of R.A. in-service training includes programs on recognizing and addressing incidences of battering and rape. There are carefully screened, selected and trained student rape-crisis volunteers who work with CAVA (Citizens Against Violent Acts). Programs include the dissemination of guidelines and other written materials. The counseling staff, R.A.'s and volunteers have excellent, cooperative work relationships with campus security and town police. When the victim requests reporting and legal enforcement, campus security and town police will respond positively to enforce and prosecute.

Medical care, bed-sitting and post-trauma counseling are available for victims who want to exercise these options.

Pamphlets, brochures and workshops which address recognition, prevention and treatment of personal violence are available. Unfortunately, student denial severely affects the utilization of these resources.

Two films, "Being There" (which discusses rape) and "It Still Hurts" (which discusses battering) are available at the Counseling Center. A self-defense film is being made by a member of the Physical Education Department. Potsdam College currently strives to meet the counseling, prevention and treatment needs related to this issue. With limited available staff it utilizes a variety of resources in addressing the problem. Proposed means of meeting this challenge to reduce the present problem are the topic of the next section of this paper.

PROPOSED MODEL PROGRAM

Education

Education can be an effective tool in a campus-wide violence prevention and intervention program. Through education, faculty and students alike can learn about violence, how to avoid it and how to respond to it. Violence education can be implemented using both existing course offerings and specially designed courses and activities.

Many currently offered college level courses address issues relating to interpersonal violence and could be modified to fit into a campus-wide violence education program. Anthropology courses could use violence and violent behavior as examples of differences between cultures so that students understand that non-violent alternative lifestyles exist. This kind of material would also inform students as to the cultural component of violence. Interpersonal violence is a social problem and could be studied as such in the sociology curriculum. This might inform and sensitize students to the extent and seriousness of the problem. Health courses and alcohol and drug courses could examine the relationship between violence and substance abuse. An understanding of this information would reduce the tolerance people have for alcohol and drug related interpersonal violence. Violent behavior could be a topic in introductory psychology or abnormal psychology courses. This might help to dispel the psychopathological misconception of interpersonal violence and increase students' awareness of interpersonal violence in their own lives. Political science courses might discuss violence as a form of power, thereby demonstrating its use as a rational tactic. Human sexuality curriculum could include material on sex and violence as well as material on relationships in general. This too would clear up some misconceptions and better prepare students for interpersonal relations. These suggestions represent only a few of the ways existing curriculum could be used to change the knowledge students have concerning interpersonal violence.

Another important use of the curriculum in a violence prevention and reduction program is to develop specific courses about violence. As with modifying existing courses, many options are available to schools. Many Sociology Departments already offer courses on family or interpersonal violence. This type of offering is of particular value in a violence prevention program. Not only does it focus on the problem directly but also it allows students to discuss the problem among themselves. One author's experience in teaching a course of this type is that perpetrators or victims often are students in the class and their contributions in class discussion are provocative and informative. Other students in the class are often shocked to find one or of their peers admitting to such behavior. Other specialized courses in violence could be developed as well. Anthropology Departments might offer a course on violence in cross-cultural perspective or international violence might be examined in a political science offering. A final suggestion for special course offerings on violence would be an interdisciplinary team taught course on interpersonal violence. In one sense this is the ultimate type of educational offering on violence since it draws relevant material from many disciplines and intergrates it. Interdisciplinary offerings also have the advantage of stimulating faculty exchange on a topic. All of these ideas are potentially valuable in violence education and may provide new directions for curriculum development.

A last and extremely important area of violence prevention education is the implementation of special activities designed to heighten the awareness of students to interpersonal violence and to prepare them to avoid it. Many alternatives exist in this area. One very valuable program would be to incorporate information about interpersonal violence into orientation programming and into gateway seminars for new students. This information would include how to react to interpersonal violence and what programs and services are available to assist students who are having problems of this type. Other special activities might include things like group discussion of interpersonal violence at dorm council and residence hall meetings; support groups for victims of interpersonal violence; and assertiveness training and other enriching acitivities aimed at preparing students for healthy, positive interpersonal relationships. An added benefit of these kinds of interventions is that in addition to addressing the problem of interpersonal violence, these generally add to students´ coping skills.

Two final things are necessary if any of the above suggestions are to be successful. These are organization and commitment. Organization is necessary if the program is to be integrated and if the information is to be consistent. While maintaining academic freedom and departmental autonomy, efforts must be made to coordinate the information offered in the various courses. The worst thing for this kind of program to do is to give students conflicting information about interpersonal violence. If a program of this sort is to work it must be consistent. This calls for administrative support for faculty and departments engaging in activities aimed at violence education. This administrative support will foster cooperation between the departments and permit collaboration between faculty, thereby eliminating conflicts. Along with organization, commitment is a required component of a viable violence education program. Faculty must want to do this kind of work; they cannot be forced. As with organization, adminstrative support will help develop the necessary commitment. Adminstrative policies need to recognize the importance of violence education as a priority in the campus´ educational mission.

Policy and Implementation

It is essential that the campus and community understand the institution´s intolerance of violence. Therefore, it is important that college policy be clear and that its implementation be certain.

If one is not already in existence, the college should develop a specific official written policy regarding violence. Included in the policy should be a lucid explanation of relevant state and local laws concerning violence as well as an explanation of the institutional policies to be followed in dealing with violent acts.

Cross-cultural evidence (McAndrew and Edgerton, 1969) suggest that alcohol does not act physiologically to reduce moral inhibitions. Rather, it appears that many individuals unconsciously tend to use intoxication, to the extent permitted by their culture, as a socially acceptable excuse to engage in otherwise prohibited behaviors. Therefore, any policy statements regarding alcohol and other drugs should include the admonition that substance use or abuse will not be accepted as an excuse for violent behavior, nor will it lessen the severity of negative sanctions against inexcusable acts.

The collegiate experience should assist students in becoming humane individuals who are responsible for their own actions. Accordingly, the student code of conduct should include explicit statements regarding the unacceptibility of violence. Since many students may not have a clear conception of what constitutes rape in a dating situation, the code should carefully explicate this issue.

The institution's policy should be widely publicized to all its constituencies. It is important to make it clear that the policy has not simply been filed away but that it will be followed and acted upon. The president or other high official (preferably the president) should emphasize the institution's position on violence in any appropriate addresses made to faculty, staff, students and community groups. All concerned groups should understand the president's strong commitment to reducing violence.

While the campus and community need to understand the institution´s determination to reduce violence, it is necessary to go beyond mere understanding. More specifically, broad and active faculty/staff involvement is vital for success. To this end, orientation sessions for all faculty and staff (including administrators) regarding campus violence should be organized. These sessions should be designed to sensitize faculty and staff to the extent of the problem on their own campus and the need to be invloved in its amelioration.

One means of maintaining awareness is to administer annually to faculty, staff and students an anonymous questionnaire regarding violence victimization and attitudes. The results of these surveys should then be widely disseminated.

Another means of maintaining awareness is to establish and maintain a campus resource center on violence which is open to faculty, staff and students. The results of the annual campus surveys should be deposited in the resource center (Ehrhart and Sandler, 1985).

The effective use of the media can facilitate the institution´s efforts. Campus newspapers, radio and television should be used to heighten awareness of campus violence and its prevention. Stories and interviews should be used to demonstrate the extent of the problem on campus, the institution´s response, and self-help measures that should be taken.

The media should also be used to publicize acts of violence as well as the punishment given those found guilty. Publicizing punishment is especially important in that it reinforces the position that such acts will not be tolerated.

Community mass media can be used to publicize the institution's commitment to creating a safe campus. The message to be conveyed is that the campus is not a good "hunting ground" for outsiders who might wish to engage in violence, but instead an area in which they run a high risk of apprehension and prosecution.

Effort should be made to ensure that campus social activities are safe themselves and, if possible, contribute to a safe environment. A first step should be to require that parties and other social activities be adequately monitored.

Campus alcohol regulations should include the requirement that snacks and a selection of non-alcoholic beverages be served wherever alcohol is served. To the extent possible, advertisements and announcements that encourage excessive consumption of alcohol should be prohibited.

Alcohol-free activities should be encouraged and the institutiton should make available facilities for use by Alcoholics Anonymous, Al-Anon, Ala-Teen, Parents Anonymous, Citizens Against Violent Acts, and similar groups.

A systematic effort should be made to enhance security. Obviously, all physical facilities should be surveyed to identify weaknesses and prompt action should be taken to remedy inadequate lighting, faulty locks, and similar threats to security. However, the survey should also include security procedures and action should also be taken to rectify any inadequacies discovered.

The institution should consider organizing an escort service to accompany students and others through the dangerous areas and/or at dangerous times. Some institutions use volunteers (enlisting service fraternities or similar groups), others use college security officers, while still others use a combination of the two.

Most colleges today offer self-defense courses as physical education electives. However, non-credit courses and workshops in practical self-defense should be made widely available at no cost to faculty, staff and students.

Enhanced security requires heightened awareness. For this reason the security measures available should be widely publicized. Students and others should be encouraged to lock doors and windows, use available escort services, learn self-defense, and become generally more security-conscious.

Unfortunately, in spite of best efforts, violence will occur. Therefore, the procedures to be followed should be reviewed and, if necessary, revised or clarified. They should be specific, appropriate and unambiguous.

Special attention should be given to policies and procedures for dealing with victims of violence to ensure that they are adequate. This is especially important with regard to victims of sexual harassment and rape, who tend to feel shame and guilt. A major objective should be to help victims realize that they are precisely that - victims. Appropriately assisting and supporting victims should make it less painful for them to seek assistance.

Naturally, it is important to make certain that all faculty and staff know the proper procedures for dealing with victims and are aware of the importance of following procedures.

A specific individual should be assigned to assist and support the victim of sexual abuse in dealing with investigations and any other actions that are taken. The same individual should maintain contact throughout the duration of the victim's college career in order to facilitate readjustment (Ehrhart and Sandler, 1985).

CONCLUSION

This paper first examines commonly held myths about violence. These are the misconceptions that violent people are necessarily mentally ill, that alcohol or other drugs cause people to become aggressive or violent, that violence is functional in that it is cathartic, that sexual drive makes some people aggrressive, that aggrerssive and violent men are better sex partners, and that the typical couple or family is generally characterized by a high degree of harmony. The paper then examines the current situation regarding interpersonal violence at one unit of State University, that of Potsdam College. Attention is focused upon the forms and extent of violence known to exist on that campus, some of the factors contributing to the violence, and current means being used to deal with the problem.

A model program for ameliorating violence on any college campus is then proposed. The program stresses the role of education and college policy. It is argued that through suggested changes in the curriculum, the college community can learn about violence, how to avoid it, and how to respond to it. It is then argued that carefully formulated college policy regarding violence must be explicit and that its implementation must be perceived as certain.

Through taking a leadership role in reducing interpersonal violence, institutions of higher education can contribute significantly toward reducing a major social problem and creating a just and humane society.

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Symposium Discussion

Note: Questions directed to the speaker and direct responses by the speaker are denoted in the text that follows by "Q" and "A," respectively. Additional discussion of a point by other participants is noted as "Comment."

Hanson:

Q: The problem of publicizing incidents of violence as a way of exposing and attacking the problem raises the question of a campus image. Is there not a danger that publicity will carry with it a negative institutional image that will adversely affect such important areas as student recruitment?

A: There is a trade-off here. There is a danger to the image of a campus that publicizes violence, but there is also a danger in the reverse. If violence is going to be dealt with, there must be an awareness that a problem exists. Violence must be recognized as a problem by the entire community. The institution can then assert with validity that it is taking strong steps to control the problem.

Q: Are crimes of violence reported in your campus newspaper?

A: No.

Q: Are the programs you describe implemented on your campus now?

A: Not all of them, though some are. We began an escort service, for example, but it was abandoned for lack of use. Potsdam is a small campus and it is seen as safe.

Q: If, as you suggest, much of the violence on campus is psychological in nature, would you go so far as to try to publicize this dimension of violence?

A: I believe psychological violence is best dealt with by editorials or articles in various media that will indicate what it is, how it can be manifested on a college campus, and what can be done about it.

Comment: At the University of New Hampshire, the campus newspaper publishes information about all of the cases that have gone before the judicial board for adjudication. This provides the publicity you say is important, but does so only as a matter of reporting judicial disposition.

Comment: I would like to go back to the comment in the paper that suggests that even a little violence is not acceptable because a little violence only begets more violence. On our campus there is a relatively large number of athletes and they are confronted by confusing messages: the kind of behavior that gets them applause on the football field or the hockey rink gets them arrested in the public arena. There is a multitude of confusion here; I don't see solutions, but I would be interested in the thoughts of others.

Comment: There are mixed messages, but in the face of this confusion, the coaches or the administration of the campus need to take a strong stand, even if it is unpopular with fans, that violence will not be tolerated on or off the athletic field.

Comment: The coach is the key. The coach is an exceptionally powerful figure and can set the tone about the toleration or condemnation of violence. At Potsdam there is a positive story to tell. The coaches stress the theme of scholar-athlete and the expected behavior that accompanies that role. The students, particularly the basketball players, graduate from the institution.

Q: I am interested in what appears to be a dual method for reporting crimes on your campus. You indicated in your paper that 19 rapes were reported to the counseling center last year. These presumably would not be reported through the campus security office. Is there a way of bringing these two together so that the information possessed by one source becomes available to the other?

Comment: Above and beyond the sharing of information there is a need for dialogue between counseling services and campus security. The dialogue now is minimal and the result is that we are often working at cross-purposes with one another. From the point of view of security, the real difficulty is getting victims to come forward to talk with security about what has happened to them. I don't know how that is accomplished.

Comment: There is, on most campuses, a crisis intervention system which can sort out the priorities and make them known to victims. This system can then serve as a bridge between campus security and counseling services.

Q: On this issue, is it not the case that there are different ways of looking at victimization and these ways are in conflict? Do we not have to come to grips with the conflicts and decide what is most important?

Comment: The public safety office deals only with signed complaints; the counseling office can deal with more nebulous figures. The administration needs to deal with both sets of figures and come to a realistic assessment of the extent of the campus problem. The public safety figures will be lower than other figures just by virtue of the fact that their figures represent only formal complaints.

Comment: Public safety needs to undertake outreach on campus, to let people know that its role is not only prosecution, but assistance. There are a wide variety of ways that public safety can assist. This needs to be made known not only in written ways, but through the presence of women officers who can assist female victims. Public safety staff need to reflect the makeup of the campus community so that the assistance role can be credible.

Comment: In Ithaca, a rape victim came forward after the perpetrator was convicted and praised the sensitivity and helpfulness of everyone involved -- public safety, counseling, and the courts. This has done a lot to build understanding and encourage other victims to come forward.

Comment: At our campus a similar thing occurred about six years ago and it worked for a while. But now we have a whole new group of students, a new community really, and the benefits of that earlier event have eroded. It is hard to sustain that understanding.

Comment: I still feel we need to go back to the earlier point. Most victims just aren't going to come forward. The lines of communication between counseling services and public safety need to be opened up and kept open. The reporting ratio, particularly if you talk about date rape, is, if the latest statistics are to be believed, about 1 in 150.

Comment: This is another reason why it is important to have workshops, so that a large number of people on campus know what is involved and what to do when an incident occurs.

Comment: At Buffalo we have had a series of sexual assaults over the past three years, most of which have been attributed to one individual. At first the community was silent about it, but now it has become a matter of public discussion and the student newspaper carries articles about the problem. It was viewed negatively at first, but now the community appreciates the fact that public safety is out front, vigilant on the issue.

Comment: In part we need to see rape as a beating or an assault, as a violent act, not as a sexual act. This would help both the reporting and the community understanding.

Q: The tenor of this discussion suggests another problem. We have concentrated on sexual assault and it is important, but the paper dealt with a whole range of violent behavior including psychological violence. Is it the case that these other kinds of violence, psychological violence or just a couple of guys beating up on one another, are more tolerated than was the case 15 years ago? I don't know. Does anyone have any thoughts?

A: A campus needs to take a stand that all acts of violence are unacceptable, not just those that are the most violent. If someone is afraid of walking around the campus, that should be an object of concern both in itself and because it predisposes toward the more extreme forms of violence that we have been talking about.

Comment: I think we also need to look at the other side of the coin. Our students are going out into a violent world when they graduate. It may not be fair to them to set them up on our nice Camelot campuses and then expect them to cope in a violent world. I am not advocating doing nothing, but I do think we need to keep the problem in perspective.

Comment: Surely you don't mean in your comment that being raped or punched in the nose should be tolerated?

Comment: No, but where should the line be drawn? How much can realistically be done in the world in which we live? Is shouting at someone something that we can legislate? Should we if we could? Where is the line?

Comment: We must deal with violence as an educational problem. Prosecution is a long and tortuous process and when it is over it will not prevent the problems of violence. At present we almost condone date rape. We don't face the issue as it is. We don't sit down with the football team and say that kind of behavior simply will not be tolerated. We condone violence. We need to work together, conduct training sessions, inform the community, and then we need to get tough.

Comment: I agree with you, but there is a problem. There is an institutional responsibility to educate and support those who are accused. They are often the ones that are caught up in the massive confusion we have been talking about. We need to get tough, but there is so much that needs to be clarified and the rights of all need to be protected.

Comment: At the very least the issues should not be ignored.

VIOLENCE ON A RESIDENTIAL CAMPUS AND THE LEARNING OF NONVIOLENT FIRST AND LAST RESORTS

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A residential campus is a social environment in which the daily activities of residential students are largely regulated by a college or university. The degree of regulation is in part a function of a school's isolation from outside recreational and residential facilities. Faculty and staff are a part of the university, but are not a component of its residential community. Similarly, students who commute to the university are not regulated by its social and residential activities. But for a segment of its population, residential students, the university nearly exists as a total institution. Goffman defines a total institution "as a place of residence and work where a large number of like-situated individuals, cut off from the wider society for an appreciable period of time, together lead an enclosed, formally administered round of life (xiii,1961)."

If a university shares some of the social characteristics of total institutions, such as prisons, mental hospitals, or military bases, then we can expect the behavior of individuals to resemble the behavior of prisoners and soldiers. We can expect, for example, that the pattern of violence on campus would be similar to patterns found in total institutions. From research carried out in other total institutions, it could be assumed that violence on a residential campus would occur mainly between persons who have had some prior interaction. Persons in a total institution are less likely to have contact with strangers, and disputes are more likely to involve persons who are acquainted with each other.

A second feature of the pattern of violence on a residential campus that is the consequence of it being a total institution is the reporting behavior of victims. We suspect that victims of violence on a residential campus would, because they are more likely to know their offenders, be less apt to report their victimization to authorities.

If the victim-offender relationship and the reporting behavior of victims are unique characteristics of violence on campus, then they should be reflected in various measures of crime. In the remainder of this paper, we will first look at the rates of violent crime and the victim-offender relationship on and off campus.

Campus Violence and the Victim-Offender Relationship

Although violence on campus includes a range of offenses, our available official data is restricted to serious forms of personal violence, which are defined by the FBI violent index as murder, rape, and aggravated assault. This limitation is important as the nature of violence on and off campus mainly involves simple forms of assault. Other research has shown that simple forms of assault are less likely to be officially reported and more apt to involve persons acquainted with each other. At the same time, we suspect that a significant number of violent index offenses on campus are a first resort to personal frustrations and tensions and are more likely to involve nonstrangers. In light of these biases of our data, it seems prudent to also consider self-reported victimization data.

A first resort can be distinguished from a last resort in that a last resort is used where nonviolent options are unavailable; the criminal law recognizes such acts as self-defense. Most individuals react to personal frustration, stress or threat in a nonviolent manner, by becoming anxious, guilty, or otherwise showing tension. In contrast, some persons who feel frustrated, under stress, or threatened use violence as a first resort. Those for whom violence is a first resort to frustration, stress or threat, the targets of aggression may be those persons and things which are most readily available. On a college or university campus, this could be roommates, other dormitory residents, and symbols of the college or university.

It is only a very small segment of the residential campus population that is likely to commit acts of violence. This is reflected in the relatively few incidents of reported serious crime on residential campuses. Between

1982 and 1985, at the State University of New York (SUNY) at Buffalo 46 violent index offenses without theft were reported. Twenty-four of these offenses involved robbery.

As expected, the majority (fourteen of twenty-two) of the reported violent offenses, not including robbery, were committed by nonstrangers. In three of the fourteen aggravated assaults, the victim and offender were roommates. In the homicide, the victim was involved because he was a friend of the offender's roommate.

This pattern of nonstranger violent crime takes on significance when compared to the general pattern of victim-offender relationships. Based on the Department of Justice victim-survey data for 1983, 58 percent of all crimes of violence involved strangers (Bureau of Justice Statistics, 1985:59). By specific offenses, 58 percent of rapes and 56 percent of aggravated assaults were committed by strangers. For persons between the ages of 16 and 24, the proportion of stranger violence does not differ dramatically from the overall rate; 31 percent were victimized by nonstrangers for assaultive violence without theft (Hindelang, 1976:165). The figures in Table 1 show that for the twenty-two violent crimes, not including robbery, 36 percent were committed by strangers and 64 percent were committed by nonstrangers.

As far as the location of violence in the general population is concerned, the victim surveys further show a large proportion occurring in non-residential areas. In the general population, only 39 percent of rapes, for example, occurred either inside or near the victim's home. For residential students on campus essentially all the reported rapes would be classified as inside or near the victim's home.

The Rate of Crime on a Residential Campus

If a significant proportion of violence on a residential campus occurs between persons who are acquainted with each other, then it would be expected that the rate of *officially* reported crime would be substantially lower. We stress officially because when victims neglect to report their victimization, the rate of recorded crime reflects the reporting behavior of victims rather than the total or true amount of crime.

Because of the difficulties in reporting an act of violence that involves a friend, roommate, or acquaintance, we assume that the rate of unreported crime in a total institution is substantially higher than in a social environment where victims and offenders are less likely to be acquainted. Victims on a residential campus are more likely to encounter persons they know in their daily occupational and social activities and they might see this as creating special problems, or they may feel more responsible for their victimization, or they may simply wish to avoid an official confrontation. There is an added consideration: if victims view the reporting of a crime to university authorities as ineffective, they might decide to take matters into their own hands. Retaliation could lead to more serious acts of violence. Consequently, what were initially relatively minor acts of victimization may escalate to more serious forms of violence so that individuals who were at first the victims become and are labeled as offenders.

The official 1982 rate of crime as reported in the 1983 Uniform Crime Reports shows significant differences between the rate of violent crime on campus and off campus[1]. The crime rate for a university campus can be computed using either student enrollment or the residential population as the base. Each method, of course, results in a different level of probability. The rate of violence is .2 per 1,000 total students enrolled at SUNY-Buffalo and 1.2 per 1,000 residential students enrolled.

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[1] The crime rate is a measure of the absolute probability of a reported act specific to a base population.

The significantly higher rate of violence when residential population is used as the base perhaps better reflects the actual rate of victimization on campus. But the higher rate based on the residential population is still 8 times lower than the rate for the city of Buffalo (1.2 compared to 9.9 per 1,000 residents of Buffalo). The rate of violence for the town of Amherst, a suburb adjacent to the campus, approaches almost twice that of the residential rate on campus (1.2 per 1,000 students compared to 2.0 per 1,000 residents of Amherst).

A different picture emerges when we compare the rate of property offenses in Table 2. The rate for property offenses, which is composed of burglary, larceny, and automobile theft, is substantially higher at SUNY Buffalo than its surrounding areas. The residential campus rate of 117 offenses per 1,000 residents is over five times the amount of reported property crime in Amherst and over one and half times the amount for Buffalo.

In 1982, at SUNY-Buffalo violent crimes represented one percent of the total index offenses, which includes property crimes involving burglary, auto theft, and larceny. (see Table 2). In Buffalo during 1982, over 12 percent of the recorded index offenses consisted of violent crimes, and in crimes. The official data indicates that the problem of crime on campus relates to property and not violent offenses.

The small proportion of officially recorded incidents of violence on campus is in line with our suspicion that a significant proportion of violence is not reported to police or university officials. Although we would not expect the campus to match the city of Buffalo's rate of violent crime, we might expect it to be closer to that of Amherst, a residential suburban, middle-class area with a low rate of violence. The lower rate of violent crimes of SUNY-Buffalo, is particularly striking in light of the fact that unlike a residential campus composed of persons largely between 18 and 21, (the segment of the population with the highest rates of violent offenses) the population of Amherst consists of a large proportion of persons who are beyond the crime prone years of violence.

Other universities have substantially higher rates of violence than SUNY-Buffalo. Still the amount of violence reported on campuses is substantially lower than the rate of surrounding communities. It was reported that the University of Maryland's College Park campus was "first in the nation for violent crimes". In 1983, there were 53 reported violent offenses committed on the University of Maryland's campus. Yet, this was still less than one-fifth the rate of surrounding communities.

The lower rate of reported crime on campus in comparison to surrounding communities suggests again that a substantial portion of victimizations may not be officially measured. In a nationwide Gallup survey of 508 college students, 3 percent said they were either mugged or physically assaulted since becoming a student (Newsweek, February, 1986). One percent indicated they experienced an attempted rape or sexual assault. Unfortunately, the data was not tabulated for students who lived off and on campus so the effect, if any, of residential living can not be determined.

However, the Gallup survey did show that the smaller the population of the city where a campus is located, the higher the proportion of crimes attributed to fellow students. Although not only was no distinction made between on and off campus students and between property and violent offenses, it is still worth reporting that in campuses located in cities with less than 50,000 persons 44 percent of all offenses were attributed to fellow students compared to 12 percent where the population was over 500,000. In larger cities, a smaller proportion of the student body could well be residential so that there would be a higher rate of stranger-to-stranger violence. In sum, this survey, like the other materials we examined, suggests that violence on campus, because it occurs in a total institution, is mainly hidden from officials.

Campus Violence as a First and Last Resort

The pattern we have here of a higher proportion of serious violence between persons who are acquainted with one another along with the low proportion of reported crime involving violence in a way resembles domestic forms of violence. Within the family, women and children are readily available targets for violence, and, because they are in close proximity to their offenders, they are unlikely to report an incident.

Just as victims of spouse and child abuse may be convenient targets for individuals venting work induced frustrations and tensions, so too in a residential campus roommates may be readily available targets. In a residential campus, close friendships, which in many ways resemble family relationships, are not only likely to develop but romantic relationships also flourish. In a sense, then, the kinds of spouse and child abuse that is found in the general population has an analogue on the residential campus. The close or romantic relationships on campus, however, are complicated by the potential conflict that can develop when an unmarried young adult discovers that he or she is no longer loved or in love. For a segment of the residential campus population, just as in the general population outside the campus, violence can be used as a first resort to personal frustrations and stresses, although

43

the rates of violence do suggest this may not occur too often.

Besides the simple availability of suitable targets within a residential campus, persons who use violence as a first resort must be impelled to commit their offenses. The frustrations and strains of academic life are an obvious source of campus violence. Instead of attacking the direct source of their frustrations, students displace their aggression. What may on the surface appear to be wanton acts of property damage may actually represent a manifestation of personal or academic problems on symbols of university life.

The Learning of Non-Violence as a First and Last Resort

If we are correct in assuming that a significant proportion of violence on campus is unreported and involves victims and offenders who are acquainted, then the focus of administrative and security attention should be on dealing with factors that would decrease the frequency of incidents of violence between persons who are acquainted and increase the probability that such acts are reported. This would, first of all involve teaching nonviolent conduct to those who are frustrated, threatened, or otherwise under pressure. At a minimum, any program to reduce violence would entail showing that nonviolent first and last resorts are the most appropriate responses.

In situations where serious violence is viewed as a legitimate threat , the potential victim would have to believe that the most efficacious first and last resort whould be to call the police. It is obvious that if the police are viewed as ineffective, then it is less likely that they would be called, and more likely that there would be a violent response to any threat of physical injury.

The reaction of officials may also be critical to the specific deterrence of offenders. Recent research suggests that in situations involving domestic violence, calling the police is seen as an effective deterrent if an arrest was made when there was a previous threat of violence (Berk and Sherman, 1983). A comparison of those who had either been arrested, recommended for counselling, or given a verbal warning after being reported for spouse abuse showed that those arrested were less likely to repeat the abuse than those in the two categories in which there was less radical intervention. Although the arrest only involved being booked at a police station, there is the suggestion here that an arrest can deter violent behavior.

On a residential campus, the effectiveness of policing may not only have a specific deterrent effect, but the perception of effectiveness can also be a general deterrent. From the students' point of view, how severely the criminal justice system generally deals with offenders may be less important than the speed with which the police respond to a call for help. The perception of how promptly campus police respond to situations marked by potential violence would probably effect whether it is considered appropriate and effective to contact them.

At some point campus officials might desire to begin thinking about the problem of the identification of potential serious offenders. One, of course, would have to proceed with caution here. Still, it is rarely the case that a person who commits a serious act of violence has no prior history of offenses. Longtitudinal studies of delinquency, for example, indicate that some offenders repeat their offenses (Wolfgang et al., 1972). Although it is difficult to predict violence, this research indicates that persons who have a chronic history of criminal offenses are significantly more likely to repeat their behavior. In other words, past behavior is a good predictor of future conduct. A residential college or university should have the ability to identify those individuals who are more likely to repeat their offenses. Insurance companies have actuarial data for calculating rates of automobile or life insurance policies; it might not be too early for colleges and universities to begin thinking about such matters, being careful never to be intrusive.

A system that can predict with some accuracy, which individuals would be most likely to commit acts of violence as a first resort could perhaps be developed. It is also important to consider standard sociological techniques of measurement in determining the nature and extent of campus violence. Self-report surveys of victims and offenders should be regularly implemented for the purpose of estimating the types of offenses that students are likely to engage in on campus. Surveys of victimization could tell us the extent to which crime is not reported on campus. A program to improve the official reporting of violence would be the first step of a larger program of teaching and learning nonviolent first and last resorts. Given what we know about the reluctance of students to report some crimes, police recorded statistics are too biased to be used exclusively to formulate policy. Prior to implementing any crime prevention program, it is important to have some measure of the extent of victimization on campus independent of police recorded crime.

Finally, it is important to stress that there are no universal solutions to violence. It is clear that violence to a degree is a function of the social environment in which it occurs. It hardly needs to be said that an appropriate response to violence must be specific to the institution and the population it is designed to serve.

TABLE 1

POLICE RECORDED VIOLENT OFFENSES 1982-1985
STATE UNIVERSITY OF NEW YORK AT BUFFALO

	Homicide	Rape	Robbery	Assault	Total
Offender Known	1	4 (57%)	2 (8%)	9 (64%)	16 (35%)
Offender Stranger	0	3 (43%)	22 (92%)	5 (36%)	30 (65%)
Total	1	7	24	14	46

TABLE 2

1982 POLICE RECORDED VIOLENT INDEX OFFENSES
SUNY-BUFFALO AND SURROUNDING AREAS

INDEX CRIME	VIOLENT	PROPERTY	TOTAL
SUNY-BUFFALO			
Number	6	583	589
Rate/1,000*	1.2	116.7	117.9
Rate/1,000**	.22	21.7	21.9
% of Index	1%	99%	100%
Buffalo			
Number	3,557	25,035	28,592
Rate/1,000	9.9	69.4	79.31
% of Index	12.4%	87.6%	100%
Amherst			
Number	221	2,492	2.713
Rate/1,000	2.0	22.7	24.8
% of Index	8.2%	91.8%	100%

*Rate is based on residential population (4,995).

** Rate is based on student enrollment population (26,839).

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Singer:

Q: I hear what you are saying about the comparisons between a campus and a community with respect to levels of violence, and I myself am a purist in the sense that any violence is too much, but is it not the case that a college campus is less violent than other places in the society?

A: Probably so, and I think the work of public safety officers and awareness engendered by conferences such as this help to make it so. But my point is slightly different; because of the nature of our institutions as closed, the incidence of violence is much higher than is reported.

Comment: We also need to stress, without diminishing the problem, that circumstances on our campuses are by no means out of control.

Q: As you indicate, correlation does not entail causality, and it is too early to have good data, but I would like your opinion: do you think the law raising the legal drinking age will have any effect on campus violence levels? One view is that students will drink more in their rooms and less in bars.

A: I haven't thought out what might happen and I haven't studied carefully the relationship between drinking and violence, so I really can't answer. One point I did not emphasize earlier, but it is part of my statistical tables, is the very high levels of property damage on a campus, which may be affected by alcohol use. Property damage can be indirectly related to violence in the sense that it can lead to confrontations among individuals, which can erupt violently.

Q: It has been reported that family violence occurs more frequently than any other form of violence. Do you believe there is a relationship between the incidence of family violence and the subsequent residential violence that occurs in dormitories or elsewhere on a campus?

A: Probably yes. The literature suggests that people who have grown up in violent homes and who have been victims, people who have grown up in the subculture of violence, tend to perpetuate that subculture. But it is not just the family, there are other institutions in which this behavior is learned.

Q: Recently on our campus a student was threatened by another student wielding a broken bottle. Only after the threatened student talked with her mother, who suggested that she report the incident to an authority, did the student come forward. Is it not the case that the underreporting is not simply because the students know their perpetrators, but also because certain types of threats are not even perceived as forms of violent behavior?

A: There is a body of literature, drawing upon the theme of the subculture of violence, that argues that victims do not see a range of physically aggressive acts as violent. Many acts are seen as "normal" rather than violent. But this subculture is relatively small. The perceived rules of the dominant culture governing violence still pertain, not only because the majority of the population conforms to them, but also because such things as the media officially project a distaste for violence. That is as it should be. Also, on the college campus there is the opportunity to break down whatever subcultural values still exist and to make it clear that violence is unacceptable, and that the dominant and acceptable form of behavior is the nonviolent way of acting. In the face of violence, the way to behave is to call for help, to isolate and identify the behavior with disapproval.

I show the film "Scared Straight" to my classes. The intended message to kids is: go straight or you will land in prison where all sorts of violent and degrading things will happen to you. The problem is that the message conveyed by authorities is that violence is condoned in prison. There is no attempt to break down the violence that exists in the prison. It is condoned, though to be avoided. There is no chance for rehabilitation in that kind of setting.

Q: How does one standardize language or develop a glossary of terms about the levels of violence we have been discussing? We have relatively standard descriptions for explicit criminal acts, but not much for the types of abuse and violence we have been discussing. Should the State of New York seek to develop standardization that will permit comparability in statistical information and useful comparisons among institutions?

A: Yes, it should. We also need measurements of intensity. Not all robberies, for example, are the same. There is simple theft or life threatening robbery at gunpoint. Yet it is all counted as robbery. There is a need for a standardized measure of the severity of incidents that cuts across legal categories. What we want to know is the extent of injuries or the extent of threat, so that we can improve our knowledge about these aspects of violence.

DATE RAPE WORKSHOP

by

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and

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1. Introduction
2. Background information on date rape
3. Guidelines for conducting a workshop
4. Workshop format and materials

INTRODUCTION

Increasingly, the phenomenon known as date rape is becoming recognized in our society, particularly on college campuses. In an effort to help college students understand what date rape is, how to minimize it's occurrence, and how to respond when it occurs, we have written this manual as one component of a much larger effort needed to educate campus members. The materials are designed to be used by instructors, resident advisors, student government members, and others who might have little or no training in how to lead a group. The materials are intended for use in a single session of 1-3 hours in length, depending on what components are used and how many participants there are.

Date rape, and indeed all forms of rape, can have male and female victims, and be between same and opposite sex members. However, for ease of writing, this manual is written to explore opposite sex contacts with female victims, since that is the most frequent form.

BACKGROUND INFORMATION

WHAT IS RAPE?

The law defines rape as penile-vaginal intercourse committed against a person's will. For the purpose of this manual, rape is defined as any sexual activity committed against a person's will. A person's reaction to forced sexual activity, actions that can help prevent forced sexual activity, and the values, myths, and feelings surrounding forced sexual activity are all identical in content, if not in intensity, to those involved in forced intercourse. Workshops that deal with forced intercourse (legal rape) also need to deal with other forced sexual activities.

WHAT IS DATE RAPE?

Date rape is when one person (a date or social acquaintance) forces sexual activities on the other person, that the other person doesn't want. The force used can be physical (violence), verbal (coercion, threats), or implied. The victim may or may not be able to resist. If no resistance is offered, the person is still a victim of date rape, but the person seeking the sexual activity might not realize he was committing a rape. It is important for a person who feels that she was forced/coerced/intimidated into having sex to seek counseling or other professional help. Both men and women can be victims of date rape, although this manual focuses on women as date rape victims. While physical force is most often used against women, coercion and intimidation can be used against both men and women.

WHO DOES RAPE AFFECT?

Everyone. One out of three women will be raped at some point in her life (latest FBI stat). Not just the women are affected, their families, friends, and partners are affected too.

WHAT TYPE OF RAPE IS MOST COMMON?

Date/acquaintance rape. Over 50% of all rape victims are raped by someone the victim knows. Most college women who are raped are victims of "date rape."

WHY ARE COLLEGE STUDENTS VULNERABLE TO DATE RAPE?

Most rapists are between 15-24 years old. This is the age range that most undergraduate college students fall into. In a 1981 study at a large mid-western university, it was found that 27% of the college men there used emotional and physical force when a woman was unwilling to have sex, and 43% of the male students admitted to using violence to obtain sex. Rape affects men too. Seven percent of the men in the study reported having been threatened or forced to have sexual relations.

In college, men and women live in close quarters, both on and off campus, are together often, and go out on dates alone. This creates a lot of pressure on both sexes to perform, conform, and act in stereotypical ways (men dominant and decisive, women submissive and pliable). The presence of single sex dorms and fraternities only increases this pressure. This atmosphere also helps to put unrealistic and inaccurate expectations (of feelings and behaviors) between dating partners. In addition, many students haven't yet learned how to communicate their needs and wants to the opposite sex. The pressure to conform, unrealistic expectations, and a lack of communication between the sexes on college campuses together create a perfect environment for date rape to occur, and keep on happening.

HOW CAN DATE RAPE BE PREVENTED?

One of the ways the university/college systems can help prevent date rape is by making students more aware of it. A forced sexual encounter between people who were dating is often not thought of as rape, even by the victim. The goal of this manual is to help college students work with each other to prevent date rape. The workshop tries to make students aware of date rape, teach them preventative strategies, and let them know what to do if they or a friend is a victim of date rape. Estimates run as high as 85% of rapes being preventable if victims were more aware, better prepared, and used better precautions.[4]

RUNNING A DATE RAPE WORKSHOP

PURPOSE OF THE WORKSHOP

The date rape workshop presented in this manual is designed to make students aware of date rape, to give them some practical prevention strategies, and to teach them what to do if they or someone they know is raped. The workshop is structured to allow students to explore their thoughts, feelings, and concerns about date rape.

STRUCTURE OF THE WORKSHOP

The workshop is designed so that one person can run it for 5-20 people. If more than 20 people are going to be present, two people should run it. It is most effective with male and female co-leaders. The time period of the workshop varies from a core of one hour to a maximum of three hours, depending on the exercises chosen, and the number of participants involved. Each section, both lecture and group exercise, is given an approximate time limit. Using the manual, anyone could run it. The workshop tends to be most effective, however, when it is run by peers. The components marked "required" are the minimum core activities for a workshop; those marked "optional" can be added as time permits.

VALUES BASED

The entire date rape workshop is based on a teaching method called values clarification.[5] This is a process which helps people define how they feel about important issues by bringing their choices to a conscious level. The values clarification approach focuses attention on the individual's feelings, behaviors, and choices made and acted on. By doing values clarification exercises, people become aware of their values, consciously formulate a value system, learn to respect others' values, and can choose to change their values.

College students are often in the middle of forming their sexual identity. They are unsure of their values concerning men, women, and sexuality. Students don't usually get a chance to explore these values in a "safe" atmosphere where they won't be ridiculed. Knowing one's values helps a person to develop his/her identity and to make informed choices. Self-knowledge of one's value system prevents people from making decisions based on peer pressure, unthinking submission, and/or peer expectations. Pressure, submission, and expectations are major factors in date rape. A person who is confident about what he/she wants, or doesn't want, is much less likely to be a victim of date rape.

WHAT ARE VALUES?

Values are people's basis for behavior. They are . . .

*CHOSEN FROM ALTERNATIVES.

A value is a choice. If only one decision is possible, it is not a choice.

*CHOSEN AFTER CONSIDERING THE CONSEQUENCES.

A value is something chosen with knowledge of what may happen if it is acted upon, or not.

*CHOSEN FREELY.

A value is something people decide for themselves. No one can force a value, or value system, upon someone else.

*TRIED ON.

A value is something people "try out" and act on a few times to see if they are comfortable with it.

*ACTED ON CONSISTENTLY.

A value is part of someone. It is the standard that people use to decide how to behave.

**CHERISHED BY ITS HOLDER.

Values are chosen freely, from alternatives, after trying them on. Values are something people act on all the time. They are precious to their owners. It is very important for everyone in the workshop, especially those running it, to understand and respect this.

VALUES AND THE WORKSHOP

As a group, the participants should be encouraged to expose their values to one another. It is not ok, however, for group members to try and depose the values of others, or impose their own values on the group. This imposing or deposing of values is called making "killer statements" or judgments.

Don't let group members make killer statements. That is, tell them that saying things like "that's stupid," "how can you believe that?", and "why don't you believe this instead," is not allowed.

It is ok, and expected, that the workshop participants will disagree with one another. A good way to do this is to have them say something like "I understand what you feel, but I disagree. I feel . . . " It is always all right for everyone to expose the values he/she wants to.

VALUES OF THE GROUP LEADER

Leaders don't have values! The job of a group leader is to give the group factual information, lead the group in exploring each member's values, and help the group listen to one another's feelings/concerns/problems. The group leader is a moderator. He/she is not part of the group and should not actively participate in the discussion. The leader should explore his/her own values with a friend, or if two leaders, with each other before the session. This way, the leader will be aware enough of how he/she feels to keep it out of the discussion.

GUIDELINES FOR GROUP LEADERS

The following is a set of important qualities and behaviors that the leaders of the workshop need to exert while running both the lecture and exercise segments of the workshop

*DEFINE WHAT YOU WANT TO EXPLORE

In the beginning, tell the group exactly what the workshops goals are. Explain what values are, and why they are important. Throughout the workshop, carefully go over the factual information and the exercises with the group. Make sure the group members understand exactly what is going on.

*BE NONJUDGMENTAL

A leader's beliefs, felings, and values do not belong in the group's discussion. A leader has too much inherent authority and power. Even a simple values statement by a group leader will depose other's values and impose the leader's.

*BE SUPPORTIVE

Date rape is a sensitive topic. It is hard for people to be open about personal feelings, experiences, and values they have about it. Be sensitive to the group's mood. If someone seems uncomfortable, or exposes a very personal experience, it is ok to express feelings of support, empathy, and compassion--not pity. For example: "It sounds like that was a difficult experience for you" rather than "You poor thing."

*MUST HAVE GROUP INTERACTION

Encourage the group to respond to each other's statements. This sort of dynamic interaction is vital to exploring values. For example: "Dan, your comments seem similar to Lisa's. Is that accurate? . . . How are they different?"

*PREPARE THE GROUP FOR DIFFERENCES

Everyone's values are different. The group will probably not decide on any one set of values as correct. Tell the group that this is ok.

*POINT OUT RELATIONSHIPS BETWEEN IDEAS

As a leader, listen carefully to what the group is saying. Reflect back what you hear, both explicitly, and implicitly. If group members say related things, point this out, and ask the group for feedback on it.

*DRAW OUT OTHER'S OPINIONS

Not everyone in the group will be an extovert. Some people need extra support from the leader to open up to the group. Gently ask the quiet people for input, for example, "Sally, what kinds of thoughts do you have about . . . " Remember, no one has to participate if he/she is uncomfortable doing so.

*KEEP THE GROUP ON THE TOPIC

Group discussion can easily wander from the focus on date rape. It is the leader's task, as moderator, to keep the group on track. When group members start to go off topic, focus them back in by questions, reflecting back earlier opinions, or by moving on to the next question/segment.

*MAKE SURE THE GROUP IS NOT REFLECTING YOUR VALUES

If you are hearing a lot of your own values from the group, it is likely that you are being too directive. Back off and let the group discover its own values.

*GET INVOLVED

As a leader, it is important to be active with the group processes. Use names. Listen carefully to the group. Don't be afraid to reflect back and clarify what you are hearing. Moderate between people who disagree; point out areas of agreement, if possible. Be supportive of quiet and uncomfortable people, try to draw them out. If you as a leader are interested in and enthusiastic about the group, your group will respond positively.

WORKSHOP FORMAT AND MATERIALS

Note: The exercises are on separate pages so they can be photocopied easily.

All instructions are in capital letters.

Important points are in capital letters with asterisks next to them.

INTRODUCTION

Time: 5 minutes

Status: Required

At the start of the presentation it is very important to introduce yourself, your co-leader, your organization, and your purpose. For example: "Hi, my name is Jan, and this Don. We're from the Student Association to talk with you about date rape. The goals of this discussion are to make you more aware of what date rape is, give you some practical prevention strategies, and to teach you what to do if you or someone you know is a victim of date rape. Our goals also include helping you explore your feelings and concerns about date rape."

After introducing yourselves, it is very important to introduce the group to yourselves and each other. Using names is a very important thing to do. You, the leaders, can personalize the discussion by using them. Using names makes the participants feel valuable to the group.

If group members don't already know each other well, the following exercise can be an icebreaker.

THE NAME GAME

Time: 10-20 minutes

Status: Optional if the group members already know each other well.

1. HAVE THE GROUP BREAK INTO PAIRS, PREFERABLY OF PEOPLE WHO DON'T KNOW EACH OTHER. IF THERE IS AN ODD NUMBER OF PEOPLE, THE LEADER TAKES A PARTNER.

2. HAVE EACH PERSON FIND OUT FOUR THINGS ABOUT THE OTHER; NAME, AGE, MAJOR, AND FAVORITE FLAVOR OF ICE CREAM. EACH PAIR GETS A TOTAL OF 3 MINUTES TO DO THIS. AT THE END OF THREE MINUTES, STOP. REFORM THE BIG CIRCLE.

3. HAVE EACH PERSON INTRODUCE THE PARTNER, AND SHARE THE FACTS DISCOVERED ABOUT THE OTHER PERSON. HALFWAY THROUGH THE INTRODUCTIONS, STOP. SEE IF ANY GROUP MEMBER CAN REMEMBER ALL THE NAMES. IT IS IMPORTANT FOR THE LEADER TO TRY AND DO SO HIM/HERSELF.

4. AFTER EVERYONE HAS BEEN INTRODUCED, SEE IF SOMEONE CAN DO ALL THE NAMES. HAVE THE LEADER TRY AFTER THE VOLUNTEERS HAVE TRIED.

5. END THE GAME AND GO ON TO THE NEXT SECTION.

INFORMATION 1: WHAT ARE VALUES?

Time: 10 minutes

Status: Required

Explain briefly to the group what values are, what exposing/deposing/imposing of values is, and what "killer statements" are. Explain that it is ok to disagree with another group member, as long as the disagreement isn't communicated through killer statements. Refer to the information earlier in the manual (pages 4-6).

After the explanation of values, run the following attitude survey with the group to see where values are at the start of the workshop. Surveys are a good opening exercise because they don't require group members to expose a lot of themselves. They do, however, get the group to start thinking about feelings and beliefs.

RUNNING AN ATTITUDE SURVEY

Time: 10-20 minutes

Status: Required

1. TELL THE GROUP YOU ARE GOING TO READ A SERIES OF STATEMENTS. AFTER EACH STATEMENT, YOU WILL ASK IF MEMBERS AGREE/DISAGREE, OR ARE UNSURE. FIRST YOU WILL ASK THE AGREES TO RAISE THEIR HANDS, THEN THE DISAGREES, THEN THE UNSURES.

2. AFTER EVERYONE HAS EXPRESSED VALUES BY RAISING HANDS, ASK IF ANYONE CARES TO SHARE WHY HE/SHE AGREED, DISAGREED, OR WAS UNSURE. ENCOURAGE THE GROUP TO RESPOND TO STATEMENTS MADE BY OTHER MEMBERS. REMEMBER TO USE THE GROUP LEADER GUIDELINES.

3. ENCOURAGE MEMBERS TO KEEP THESE ATTITUDES IN MIND AS THE WORKSHOP CONTINUES. THE NEXT SECTION IS DESIGNED TO CORRECT THE MYTHS LISTED IN THIS SURVEY.

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ATTITUDE SURVEY ON DATE RAPE

1. A GIRL WHO TEASES A GUY "OWES" HIM SEX.

2. SEXUALLY TEASING SOMEONE IS OK.

3. A GIRL SHOULD PHYSICALLY RESIST SO GUYS KNOW SHE MEANS NO.

4. PEOPLE DON'T ALWAYS MEAN NO WHEN THEY SAY NO.

5. AFTER A CERTAIN POINT, A MAN "NEEDS" SEXUAL RELEASE.

6. IT'S OK TO STOP FOREPLAY AT ANY POINT, INCLUDING THE POINT OF INTERCOURSE.

7. IT'S DANGEROUS TO LEAD A MAN ON.

8. IF NO ACTIVE RESISTANCE TO HAVE INTERCOURSE IS MADE, IT'S NOT DATE RAPE.

9. IT'S NOT DATE RAPE IF YOU'VE HAD SEX WITH THE PERSON IN THE PAST AND ENJOYED IT, EVEN IF YOU DON'T WANT IT THIS TIME.

10. MEN DON'T ALWAYS KNOW WHEN THEY ARE FORCING WOMEN TO HAVE SEX.

INFORMATION 2: WHAT IS DATE RAPE?

Time: 10 minutes

Status: Required

Date rape is any forced sexual activity by someone with whom the victim has an on-going social relationship. Force can be either physical, verbal (this includes coercion, threats, "guilt trips"), or implied. The victim doesn't have to resist for the forced sexual activity to be considered rape. Often the person is too afraid to say no, and will submit to the physical activity rather than risk putting up any resistance. Both men and women can be victims of date rape. Date rape can be between same or opposite sex members. While physical force is more commonly used against women, coercion and intimidation are used against both.

Alcohol is often part of date rape. Alcohol acts to ease inhibitions, adversely affects judgment, and slows down reactions. Men are more likely to attempt and women are more vulnerable to date rape as a function of alcohol.

Rape, in general, fills one of three needs of the rapist. Some rapists are sadistic, they want to mutilate, hurt, and kill their victims. These rapes are rare. Some rapists are angry; they need to express this anger by hurting other people. They try to humiliate and strike out at their victims. Other rapists feel a need to control others. They use sex to demonstrate their dominance over the victim. Most date rapes fall into this category. When one partner doesn't want to give the other partner sex, and the other partner takes it anyway, against the person's will, he is taking control of that person's body. This is rape.

Date rape, just like other forms of rape, is not primarily a sex act, although date rape involves sexual needs more than the other forms of rape. Date rape is an act of the rapist, NOT a consequence of the victim's behavior. People are not guilty of anything because they were raped.

Date rape often occurs on the second or third date, after the couple's social defenses have been lowered. It is more likely to occur if the couple had previous sexual relations.

Because of the voluntary nature of the relationship between the people (they are, after all, socially interacting), date rape is often not recognized as rape. IT IS RAPE.

IT MAY BE HELPFUL TO GIVE AN EXAMPLE, OR SCENARIO OF A TYPICAL DATE RAPE SITUATION. THE FOLLOWING ARE FOUR COMMON ELEMENTS INVOLVED IN DATE RAPE THAT A 'TYPICAL' DATE RAPE SCENE CAN BE BUILT FROM. A FOUR STAGE SCENARIO OF DATE RAPE INCLUDE:

1. VIOLATION OF THE WOMAN'S PERSONAL SPACE (KISSING, TOUCHING).
2. WOMAN UNAWARE OF INTRUSION, DOES NOT SENSE DANGER. MAY BE PERCEIVED AS AN EASY TARGET.
3. COUPLE ENDS UP IN A SECLUDED PLACE.
4. THE RAPE OCCURS.

Ex. Sally and Fred know each other from Sociology 101 where they are in the same discussion group. They see each other at a party and talk. Fred has his arm across the back of Sally's chair, which is next to his, and his hand touches her shoulder. She does not make any response, verbally or nonverbally, to this behavior. Fred offers to walk Sally back to her dorm and invites himself in to visit. Her roommate is away for the weekend. Soon he is pushing her down on her bed and pulling her clothes off.

TRUE/FALSE QUIZ

Time: 5-10 minutes

Status: Optional

After Information 2, this true/false quiz can be used to check that the group got all the facts straight, and to get the group actively involved again. It is ok for leaders to make factual, (not value) statements.

1. TELL THE GROUP THAT YOU ARE GOING TO READ A SERIES OF STATEMENTS. AFTER EACH STATEMENT, HAVE ALL THE 'TRUES' RAISE THEIR HANDS, THEN ALL THE 'FALSES'. THEN TELL THE GROUP THE CORRECT ANSWER.

2. ASK IF ANYONE HAS ANY QUESTIONS. ANSWER THEM. IF YOU DON'T KNOW THE ANSWER TO A QUESTION, BE HONEST AND SAY THAT YOU DON'T KNOW.

TRUE/FALSE QUESTIONS

1. RAPE IS A SEX ACT.

   FALSE, IT IS AN ACT OF SADISM, ANGER, OR CONTROL.

2. MOST RAPES ARE COMMITTED BY STRANGERS.

   FALSE, OVER 50% OF RAPES ARE BY SOMEONE THE VICTIM KNOWS.

3. RAPISTS ARE OLDER, BLUE COLLAR MEN.

   FALSE, MOST RAPISTS ARE 15-24 YEARS OLD AND COME FROM ALL WALKS OF LIFE.

4. DATE RAPE VICTIMS USUALLY FEEL THE RAPE WAS THEIR OWN FAULT.

   TRUE, THE MOST COMMON REACTION TO ANY RAPE IS GUILT.

5. A WOMAN CAN BE RAPED BY A STEADY SEX PARTNER.

   TRUE, RAPE IS ANY UNWANTED SEXUAL ACTIVITY.

6. IF PROSTITUTION WERE LEGALIZED, THE INCIDENCE OF RAPE WOULD DECREASE.

   FALSE, RAPE IS A CRIME OF VIOLENCE, NOT SEX.

7. ON DATES, VERBAL AND PHYSICAL VIOLENCE ARE COMMONLY USED TO GET SEX.

   TRUE, A STUDY SHOWED THAT 47% OF COLLEGE MEN HAVE USED VERBAL/EMOTIONAL VIOLENCE TO GET SEX.

SENTENCE COMPLETIONS

Time: 20-30 minutes

Status: Required

This is one of the most important exercises in the workshop. It gives the group members a chance to explore their feelings, expose their values, and to discuss them in small groups. As a leader, your role is to move among the groups, facilitating discussion, and helping "slow" groups along by using the leadership guidelines.

1. SEPARATE THE GROUP INTO SMALLER GROUPS OF FOUR OR FIVE PEOPLE. A GOOD WAY TO FORM GROUPS THAT ENCOURAGES PEOPLE WHO DON'T KNOW EACH OTHER TO GET TOGETHER IS TO ASSIGN NUMBERS. IF YOU WANT TO END UP WITH GROUPS OF 4 EACH, FOR EXAMPLE, DIVIDE 4 INTO YOUR TOTAL LARGE GROUP NUMBER, AND HAVE PEOPLE GO AROUND THE ROOM, COUNTING OFF AND TAKING THE NUMBER HE/SHE SAYS OUT LOUD, "1, 2, . . . ," ENDING WITH THE NUMBER WHICH RESULTED FROM THE DIVISION, THEN GO BACK TO ONE AGAIN. HAVE ALL OF THE "1"S FORM ONE GROUP, ALL OF THE "2"S ANOTHER, ETC. THIS WAY PEOPLE WHO ALREADY KNOW EACH OTHER GET SEPARATED AND PUT INTO DIFFERENT GROUPS.

2. EXPLAIN THAT THE SENTENCE COMPLETION EXERCISE HAS TWO PARTS. THE FIRST IS SILENT. EACH PERSON IS TO COMPLETE THE SENTENCES ON HIS/HER OWN WITHOUT LOOKING AT ANYONE ELSE'S ANSWERS OR DISCUSSING THEM. THIS SHOULD TAKE ABOUT 10 MINUTES.

3. WHEN IT SEEMS MOST PEOPLE ARE FINISHED, TELL THE GROUP YOU ARE ABOUT TO START THE SECOND PART, AND THOSE NOT FINISHED YET CAN FILL IN ANSWERS VERBALLY WHEN THEIR TURN COMES.

4. FOR PART TWO, THE PARTICIPANTS WILL SHARE THEIR ANSWERS WITH THE SMALL GROUP THAT THEY ARE IN.

5. EACH PERSON SHOULD READ RESPONSES TO THE FIRST QUESTION. AFTER EVERYONE HAS SHARED RESPONSES, OTHER MEMBERS OF THE SMALL GROUP CAN REPLY, RESPOND, QUESTION, AND/OR COMMENT ON THE VARIOUS ANSWERS GIVEN.

6. REPEAT THIS FOR EACH QUESTION.

7. AGAIN, IT IS THE LEADER'S ROLE TO FACILITATE DISCUSSION USING THE LEADER GUIDELINES GIVEN EARLIER IN THE MANUAL.

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SENTENCE COMPLETIONS

1. IF I FEEL A PERSON IS TEASING ME, I . . .

2. WHEN I SAY NO . . .

3. WHEN I WANT SEX AND MY PARTNER DOESN'T . . .

4. WHEN I DON'T SEX AND MY PARTNER DOES . . .

5. IF MY PARTNER FORCED/COERCED ME INTO SEX, I WOULD . . .

6. IF I FELT I WERE A VICTIM OF DATE RAPE, I WOULD . . .

7. DATE RAPE IS . . .

8. HAVING CONTROL MEANS . . .

9. IF I FELT SOMEONE WERE USING ME, I WOULD . . .

10. TO PREVENT A DATE RAPE, I CAN . . .

INFORMATION 3: PREVENTION OF DATE RAPE

Time: 10-15 minutes

Status: Required

It is very important to give the group prevention strategies for date rape. There are a number of things that people can do to keep themselves from being involved in a date rape situation. Since many date rapes arise from unclear communication, or partners' differing expectations, the following are often effective measures against date rape.

1. SELF ASSESSMENT

   - *THINK ABOUT WHAT YOU REALLY WANT SEXUALLY FROM YOUR PARTNER BEFORE YOU ARE IN AN INTIMATE SITUATION.
   - *BE AWARE OF THE STEREOTYPES THAT PREVENT YOU FROM ACTING AS YOU WANT TO (EX. A WOMAN NOT BEING ABLE TO INITIATE, A MAN NOT BEING ABLE TO SAY NO).
   - *TRUST YOUR INSTINCTS. IF YOU ARE UNCOMFORTABLE WITH SOMEONE OR HIS/HER ACTIONS, THERE IS PROBABLY A GOOD REASON FOR YOUR DISCOMFORT.

2. COMMUNICATION

   - *COMMUNICATE WHAT YOU REALLY WANT.
   - *SAY WHAT YOU ARE THINKING.
   - *SET CLEAR LIMITS FOR ACCEPTABLE BEHAVIOR (SUCH AS: NO PETTING BELOW THE WAIST UNTIL THE FIFTH DATE).
   - *USE ASSERTIVE LANGUAGE.

3. INTERPERSONAL

   - *PAY ATTENTION TO NONVERBAL CUES.
   - *LISTEN TO, AND RESPECT, WHAT YOUR PARTNER IS SAYING--NO MEANS NO!
   - *VIEW EACH OTHER AS EQUALS.
   - *PASSIVITY, COYNESS, AND SUBMISSIVENESS ARE DANGEROUS--THEY CREATE A CLIMATE OF SEXUAL AGGRESSION.
   - *DO NOT ASSUME THAT SOMEONE WHO HAS BEEN NONVIOLENT IN THE PAST WILL BE NONVIOLENT IN THE FUTURE.
   - *IF YOU DO NOT LIKE WHAT SOMEONE IS DOING, REJECT THE ACTIVITY, NOT THE PERSON (EX. "I DON'T LIKE WHEN YOU . . .," rather than "YOU JERK.").
   - *NO MEANS NO! IF YOUR PARTNER REALLY MEANS YES, HE/SHE WILL FIND A WAY OF TELLING YOU. DO NOT CONTINUE SEXUAL ACTIVITIES AFTER SOMEONE HAS SAID NO!
   - *DO NOT EXPLOIT OTHERS SEXUALLY.
   - *DO NOT INITIATE SEX UNLESS YOU WANT TO AND PLAN TO FOLLOW THROUGH.

4. AWARENESS

   - *OBSERVE HOW THE ENVIRONMENT IS CHANGING (EX. BEING LEFT AT A PARTY BY YOUR FRIENDS, BEING ALONE IN A LOCKED ROOM WITH LOUD MUSIC PLAYING).
   - *KNOW YOUR RIGHTS.
   - *KNOW WHICH BEHAVIORS CONSTITUTE RAPE.
   - *ASK YOURSELF, AND YOUR PARTNER, IF YOU/HE/SHE/ REALLY WANT TO HAVE SEX.
   - *REMEMBER--MOST RAPES HAPPEN BETWEEN PEOPLE WHO KNOW EACH OTHER.

5. THINK THROUGH WHAT ACTION YOU WOULD TAKE IF CONFRONTED BY A DATE RAPE SCENARIO.

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SENTENCE COMPLETIONS

Time: 30-40 minutes

Status: Optional

The purpose of the sentence completions is to help the group members explore their resources and support systems in case they or a close friend is a rape victim. They are to be run the same way the last sentence completions were. The people should be in different small groups than for the previous exercise. Again, the count off technique will ensure an effective reshuffling.

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SENTENCE COMPLETIONS

1. RAPE IS . . .

2. IF MY PARTNER WERE RAPED, I WOULD . . .

3. IF MY PARTNER WERE RAPED, WE WOULD SEEK SUPPORT FROM . . .

4. IF I WERE RAPED, I WOULD FEEL . . .

5. IF I WERE RAPED, I WOULD TELL . . .

6. IF I WERE RAPED, MY PARTNER WOULD . . .

7. I WOULD/WOULD NOT REPORT A RAPE TO THE AUTHORITIES BECAUSE . . .

8. COUNSELING FOR RAPE VICTIMS IS . . .

INFORMATION 4: WHAT TO DO FOR A RAPE VICTIM

Time: 10 minutes

Status: Required

Resources for rape victims may vary from area to area. It is important that you, as leaders, give the group a listing of support services (college or university counseling center, women's clinics, rape advocacy programs) for rape victims and their close friends/families. This information can be gathered from your school's counseling center, or the local Planned Parenthood.

There are several things that close friends/families/partners can do for a rape victim. The group should be given the following information and hand-out.

WHAT TO DO FOR A RAPE VICTIM

*LET THE VICTIM VENT ALL FEELINGS.

LISTENING, WITHOUT OFFERING ADVICE OR COMMENTS, CAN BE VERY HELPFUL TO THE PERSON WHO WAS RAPED.

*GIVE THE VICTIM CONTROL.

WHEN SOMEONE IS RAPED, ALL CONTROL WAS TAKEN AWAY FROM HER--SOMEONE TOOK SEX FROM HER WHEN SHE DID NOT WANT TO GIVE IT. IT IS VERY IMPORTANT NOT TO MAKE ANY DECISIONS FOR A RAPE VICTIM. LET HER DECIDE WHAT SHE WOULD LIKE TO DO (I.E., CALL THE POLICE OR NOT, CALL PARENTS OR NOT, GO TO SLEEP OR STAY UP AND TALK--IT IS ALL UP TO THE VICTIM TO DECIDE WHAT SHE WOULD LIKE TO DO). IT IS OK FOR YOU TO REMIND THE PERSON OF HER OPTIONS, BUT LET HER DECIDE.

*ALLEVIATE GUILT.

RAPE VICTIMS OFTEN FEEL THAT THEY DID SOMETHING WRONG, THAT IT IS THEIR OWN FAULT THAT THEY WERE RAPED. TELL THEM THAT THEY ARE NOT GUILTY OF ANYTHING. AS MUCH AS POSSIBLE, REINFORCE THE IDEA THAT THEY ARE NOT TO BLAME.

*LET THEM KNOW HOW MUCH SUPPORT YOU ARE WILLING TO GIVE THEM.

DON'T PROMISE MORE THAN YOU CAN GIVE. IT IS MUCH BETTER TO TELL SOMEONE THAT YOU CAN GIVE HER AN HOUR A DAY, OR EVERY OTHER DAY, THAN IT IS TO PROMISE TO BE THERE ALL THE TIME AND THEN NOT FOLLOW THROUGH.

*GET COUNSELING.

ENCOURAGE THE VICTIM TO GO FOR COUNSELING--REMEMBER, IT'S HER CHOICE. YOU SHOULD ALSO GO TO TALK TO A COUNSELOR. RAPE IS A HARD ISSUE TO DEAL WITH, AND YOU SHOULD WORK OUT YOUR FEELINGS RATHER THAN KEEPING THEM IN.

(list the support services available on your campus and the community here).

QUESTION AND ANSWER PERIOD

Time: Depends on group (At least 5 minutes)

Status: Required

The Q & A period is the end of the presentation. Ask the group if there are any final questions/comments. After all questions have been volunteered, pass around index cards. Have each person write a question, comment, or picture--it is important that everyone writes something. This way, no one will know to whom the anonymous questions belong.

Collect the cards, read each question, however ridiculous or profane it is. Sometimes people will ask very serious (to them) questions in a very crude way, simply becaue they don't know how else to ask the questions. Answer all questions as best you can. Be honest if you don't know the answer. Suggest the support services listed in the previous section as resources for more information.

EVALUATION AND ENDING

It is vital to get feedback from the group about how the workshop went. Evaluations are the single best way to improve the workshop for the next time. Through using anonymous evaluations, you can get a feel for what you did right, what needs to be improved, and what the group would like to see covered in the future.

After the evaluations, it is important that you, the leader(s), stay after to talk with anyone who might be shaken up, worried, or who might have some personal concerns. Remember, one out of three women is a rape victim. This means a lot of people are affected by rape,as victims or friends of victims. It is very likely that someone in the workshop will have a personal concern that he/she wants to discuss with you. It is ok to talk to him/her, using the skills in INFORMATION 4: WHAT TO DO FOR A RAPE VICTIM. Also, suggest he/she talk to a counselor--but don't force the issue.

SUNY/Buffalo

University Counseling Service
120 Richmond Quadrangle
636-2720

Sexuality Education Center
415 Michael Hall
831-2584

EVALUATION

Type of Presentation ______________________________

Presenter (s) ______________________________

1. Was this presentation of value to you? Yes ____ No ____
   In what ways?

2. What expectations did you have for this session? Were they met?

3. Do you have any remarks with regard to the presenter(s)? i.e., effectiveness in presenting topic, rapport with group, etc.

4. Are there any additional ways the presentation could be improved?

5. What topics would you like to see covered in the future?

AFTER THE WORKSHOP IS OVER

Rape is a hard subject to deal with. It is hard to talk about, hard to respond to, and impossible not to be affected by. Leaders are people too! If you are running the workshops, it is important to find someone that you trust to discuss your concerns with rape and rape issues. Make sure that you feel ok when the workshop ends. If not, call a trusted friend/confidant/counselor and talk with him/her. Try to spread out your presentations; no more than one/week. After running several workshops it is normal to feel a bit "burnt out." Take a break of a week or two to "recharge." You will be a much better leader if you give yourself time to relax between workshops. Train others to lead the workshops with you once, and then on their own, so there is less pressure on you to give frequent workshops.

FOOTNOTES

1. FBI statistics courtesy of U/B Public Safety.

2. Parrot, A. and Lynk, R. Acquaintance Rape in a College Population. Unpublished manuscript, November 19, 1983.

3. Ibid.

4. Pritchard, C. Avoiding Rape On and Off Campus. State College Publishing Co., Wenonah, NJ, 1985.

5. Simon, S. J., et al. Values Clarification: A Handbook of Practical Strategies for Teachers and Students. Dodd, Mead & Co., New York, 1985.

Gale-Plichta:

Q: Are your workshops open to everyone, and who attends them?

A: All our workshops are open to everyone. They are reasonably well attended, though we would like to have more people than we do. We advertise widely in the student newspaper and with posters. All are welcome.

Q: How often are your workshops conducted? Is there a regular schedule each semester?

A: The Sexualaty Education Center will respond to requests for workshops and we frequently go out to dormitories. The regular workshops are offered on the average of four or five times per semester as well.

Q: How do you feel about making workshops such as yours mandatory for all freshmen?

A: I think it is a good idea, but it should probably not be made to look that way. That is why we have looked to the new student orientation period as a good way to reach large numbers of people.

Q: In my law enforcement capacity, I have interviewed about 25 rape victims and every one has indicated to me that they have experienced the imminent fear of death. This is the devastating part. Do you see this in the counseling situation?

A: There is among victims, survivors, as I prefer to call them, a roughly predictable set of reactions varying with individual predispositions and circumstances. And yes, the fear of death is there, even in instances where someone might say that the situation was not life-threatening. That same fear tends to be the experience of victims of most violent crimes.

Q: Given the age group of most college students, would not such an experience have the additional devastating effect of being a first real encounter with one's own "mortality"? It is a first recognition of vulnerability, limited lifespan, and a real encounter with pain.

A: The issue of grieving is involved. You grieve when you lose a friend, but you also grieve when you lose part of yourself, and dealing with the grief when the loss is part of yourself can be more complex than when the loss is another. When a person has been violated in whatever form, the part of the self which feels invincible is gone. The sense of loss can be shared even among those for whom the form of violation has been different.

Comment: Many women who have been victims of acquaintance rape are not sexually mature; some are virgins. Then, in addition to all of the other psychological burdens, there is the sense of loss that arises from the loss of virginity. Where there is a religious onus on loss of virginity, the problems are greatly compounded.

Q: There has been no discussion of blackmail rape as in the case of a faculty member who says to a student: "I know you cheated on the exam, but if you have sex with me, I will not make an issue of it."

A: This is an issue of harassment and it goes both ways, student-to-faculty and faculty-to-student. I know specific instances of both types of blackmail. It is a large topic, worthy of another whole symposium.

Q: Perhaps we should think about rape in a broader context. In some senses it makes sense to talk about rape in its own right; in other senses it doesn't. It might serve to destigmatize rape if we talked about it in the context of assault and physical abuse, in the sense of life-threatening situations that were discussed earlier. This would enable us to talk about issues of intensity of abuse and keep the issues of sexuality and the stigma attached as separate concerns. We should be concerned about the extent of physical and psychological harm. That is not unique to rape; it covers a whole assortment of violent attacks.

Comment: But society views the matter differently, and, I believe, so do most women. I don't know a woman who views being raped the same way as being hit over the head. Rape is viewed as dirty and disgusting.

Comment: Right, and that was my point. These aspects of rape need to be dealt with in their own terms, which are not primarily legal. The legal aspects should have to do with degrees of assault which would make reporting easier and carry with it fewer of the social stigmas.

Comment: The psychological factors need to be taken into consideration in the courtroom as well as the physical, like the difference between assault and murder.

Comment: I am just trying to see it in a larger context and separate that which is legal, to be handled in one way, from that which is traumatic to the individual, which probably ought to be dealt with in a different way.

Comment: I would point out a very real dilemma with respect to rape. On the one hand there is the need to deal with the very deep psychological trauma, the urgent feelings of the victim. These should be dealt with immediately and on a continuous basis. On the other hand, in the legal context, there is the need for the gathering of evidence which quickly vanishes and the presentation of a case which can stand up in court. These two legitimate concerns are often at cross-purposes with each other.

87

Comment: I would like to extend the discussion a bit. If a woman is hit on the head and decides to bring a charge of assault, it is unlikely that there will be an assumption that the woman "caused" the incident. But in the case of rape, there is very likely to be a widespread assumption that the woman did in some sense encourage the attack. Consequently, I find it useful to see these issues in the context of power relationships in the society. If women see on a college campus that there are sufficient numbers of women faculty and other co-workers, then they are going to be more likely to cope with dehumanizing treatment including physical abuse. They will see harassment as the result of being members of an undervalued class. There are acts of sexual aggression of women against men, and of men against men, but the far more constant and pervasive sexual aggression of men against women suggests to me a class phenomenon.

Q: Statistics would indicate that the women who have been involved in acquaintance rape have also been sexually abused as children. Have you found this to be so in your clinical association with victims?

A: Some sessions in our date rape workshops have dealt specifically with sexual abuse in childhood. We have found a great need for support in this area both within workshops and afterwards.

Q: How many students teach the date rape workshop and what kind of training do they undergo?

A: There are currently five students involved in workshops. They have all come through the training conducted in the Sexuality Education Center. The training focuses on the issues related to rape and the general need for sensitivity to other peoples' needs.

Comment: There is a mentor-student relationship that serves as part of the student learning experience. We are still in the pilot stages at Buffalo. It is our hope to offer sessions to all incoming students at orientation, but we are not there yet. When that time comes we will need larger numbers of students and mentors and will be able to formalize our training to a greater degree. The advantages of using the orientation period for the dispensation of this information is that you can reach a large number of students at one time and you can reach male as well as female students, which is important. Buffalo is a large place; at a smaller school you may be able to handle this in other ways.

ACQUAINTANCE RAPE PREVENTION TRAINING PROGRAM ON COLLEGE AND UNIVERSITY CAMPUSES

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Presented at the SUNY Symposium on Personal Safety

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Introduction

College students are at risk of involvement in acquaintance rape and sexual assault. Approximately 1 in 5 college women are victims of sexual assault before they graduate from college (Parrot, 1985; Koss, 1983, Burkhart, 1983). Therefore acquaintance rape prevention programs are necessary to inform students about the issue and to empower them to avoid acquaintance rape involvement.

This education is essential, yet extremely difficult. Several factors account for the difficulty. First, any rape is emotional, but acquaintance rape is often even more difficult emotionally than stranger rape. Second, each person who thinks about acquaintance rape may be thinking about prior or future sexual experiences which could be defined as acquaintance rape.

Third, in stranger rape the victim has virtually no control over the crime because it is perpetrated by a total stranger; whereas, in the case of acquaintance rape, the victim may be seen as "contributing" by agreeing to a date or specific sexual activities which may be viewed as the woman's contribution to the rape (such as asking the man back to her apartment, kissing, or allowing him to fondle her breasts). Fourth, little is known about acquaintance rape because it is very rarely reported (F.B.I. Uniform Crime Reports, 1982).

Since less than one percent of acquaintance rape victims report the crime (Burkhart, 1983), they may never seek or receive help, even though the emotional aftermath of the rape may be devastating. Grossman and Sutherland (1983) in Surviving Sexual Assault explain that the consequences following acquaintance rape are very difficult for the victim. Victims of an acquaintance report that people are less likely to believe and understand them. The victim's judgment is often called into question, and the victim frequently finds it is difficult to trust others. Victims are often concerned with having to interact with the assailant again. They are often unsure about telling others of the event, especially the police. The feelings that rape survivors frequently express, such as shame, guilt, fear, and disbelief are often strongest in the case of acquaintance rape (Grossman and Sutherland, 1983). Acquaintance rape prevention programs may help college students avoid sexual assault experiences.

A Model for Training

This paper will present a model for a comprehensive training of trainers program to prepare staff and student leaders to become acquaintance rape prevention trainers on their own campuses. Staff members may be drawn from organizations such as residence life, campus safety, student services, psychological services, health services, rape crisis centers, and the Dean of student's office. Staff should be designated to become the ongoing trainers to train peer educators from year to year. A speakers bureau of peer educators and staff will then be available to present acquaintance rape and sexual assault prevention programs.

The model training program includes (1) a workshop on acquaintance rape, (2) a full day training session on group dynamics, and (3) a full day training session on information about acquaintance rape. This lengthy training is necessary to prepare educators for the extremely difficult task of conducting workshops on the topic of acquaintance rape and sexual assault prevention. Facilitators must be knowledgable in group dynamics, facilitation skills, adult education principles, rape law, human sexuality, counseling techniques, crisis intervention skills, and assertiveness training to be effective acquaintance rape prevention program facilitators.

I. Identifying Trainers: Acquaintance Rape Workshop

(Three Hour Session)

This session consists of a three hour interactive and confrontational workshop on acquaintance rape prevention. This is the same type of session that group facilitators will learn to present. Essential objectives for this introductory workshop on acquaintance rape prevention are:

A. to understand acquaintance rape, the frequency in community, and how it is related to force, threat of force, or coercion.

B. to explore your feelings about acquaintance rape, and become exposed to feelings of both sexes about the topic.

C. to explore the cultural forces which contribute to the frequency and social "acceptability" of acquaintance rape.

D. to understand the contribution of inconsistent verbal and non-verbal communication patterns to acquaintance rape situations.

E. to identify prevention strategies and become empowered to work toward the elimination of acquaintance rape and sexual assault in the community (Parrot, 1986).

All interested campus and community members should be invited to this workshop. The presenter and several previously identified key members of the audience will identify participants who they feel would make good trainers. A good trainer for acquaintance rape prevention programs needs to be mature, non-sexist, able to relate well to students, understand student concerns, understand group process (or has the capacity to learn group process quickly) has considerable time to devote to this project, and has a commitment to eliminating sexual assault.

Group leaders must be comfortable in discussing sexuality and also must be sensitive to the fears and feelings of group members. Counseling skills are important for the group facilitators, but not essential as long as someone is available to handle any crisis counseling needs which may arise. Therefore, representatives from rape crisis centers or other community counseling agencies are valuable as group members or facilitators to handle a crisis of a group member.

After the three hour workshop, those interested in becoming trainers will be asked to apply for the position. The presenter and the key members of the audience select those they feel would be an asset to the program from the applicant pool. Those selected would be invited to participate in a two day training program to provide them with the skills necessary to be an acquaintance rape prevention trainer. Those who already have a good working knowledge of group process may be exempt from the first day of training.

II. **Process: Group Process and Dynamics Training**

(Full Day Session)

The first full day of training would consist of an introduction to group dynamics, group process, and small group facilitating skills. These skills are essential for an acquaintance rape prevention trainer because each group will be different and will have very different needs. Therefore, each group will respond differently to the activities and information presented. A trainer has to be able to assess the group and alter activities accordingly to best meet the needs of the group.

There is not **one best** way to discuss acquaintance rape prevention with groups. Each group is different in composition, need, cohesion, maturity level, educational background, motivation, and interest. An activity or approach which may work with one group may be a disaster with another group in the same community. It is very important to learn as much as possible about each group before activities and approaches are selected for the group.

For example, if a group is composed of parents who are concerned for their children (especially their daughters), the "scare technique" (showing a frightening film of an acquaintance rape) would be the wrong choice because the group members are already

Parrot
1986

frightened and feeling helpless. On the other hand, if the group is composed primarily of teens who are operating under David Elkind's Model of Invincibility (the "It can't happen to me" mode), then a scare tactic may be an appropriate approach. If there is a majority of men in the group who are willing to say what they hear in the locker room, and to share feelings, then a verbal self disclosure technique may work well. But if they are "macho", or there are only a few men, anonymous written responses by males and females may be the best approach.

Group facilitators must learn how to appropriately select activities for each group based on the following considerations:

Logistical Considerations:

- size of the group
- number of males and females
- length of time available for the session
- age of group members
- sex of facilitators (one male and female would be ideal)
- time of day of the session (do they have low or high energy?)
- media available
- equipment available

Group Considerations:

- political orientation of the group (primarily liberal or conservative)
- educational level of the group (some reading material may need to be adapted; generally the more education, the more liberal the group)
- group members previous understanding of the topic
- cohesion of the group
- presence of an acquaintance rape victim in the group
- degree of honesty and openness of group members (Parrot, 1986).

Training in group process will give facilitators the skills needed to make appropriate judgements about group dynamics based on the factors mentioned in the previous section. Once the facilitator has assessed group development, appropriate acquaintance rape prevention content must be presented.

III. Content: Acquaintance Rape and Sexual Assault Information Session (Full Day Session)

Trainers will spend their last full day of training learning about acquaintance rape, sexual assault prevention strategies, and how group process theory and practice can be used for sexual assault prevention education.

Since all groups differ, I suggest the "Chinese Menu Approach" to leading groups on acquaintance rape. This approach assumes that the goals and objectives for most groups are the same, but the ways one can accomplish these will differ. Therefore, different activities can be employed to accomplish the same objective. Information presented in this full day session will be helpful to trainers in accomplishing the content objectives identified for the three hour program (see page 4).

Educational Considerations When Combining Process and Content

Human sexuality issues are generally emotionally laden, necessitating that the group leader consider many factors when planning any sexuality related program. Group cohesiveness, the developmental stage of the group, and the willingness of the participants to communicate openly and freely in front of the other sex are important group dynamics. Age of group members, maturity level of individual participants, virginity status of group members, parental status of those in the group, or past sexual activity of the participants, past involvement in a rape, sex stereotypic attitudes of the participants, level of assertive behaviors, ethnic or racial composition of the group, and political ideology of the participants all influence participants level of participation.

In addition, several community related considerations will have significant impact of the success or failure of any workshop. The local rape statistics, publicity about recent rapes in that community, and the rape laws of the state in which the program is being conducted generally influence the level of community interest, and the degree of fear and anger within the community about this issue.

Both male and female representation at the workshop is important to provide interaction and information for and about both sexes.

Frequently, use of the term **Acquaintance Rape** as the title of the presentation will not draw many men to participate. Other less alienating titles include **Power Dynamics in Relationships, Sexual Communication, How to Become a Better Lover, Who Makes the Decision About Sex In Your Relationship?** or **Sexual Assertiveness.**

Educational Applications

Adult education theory should also be considered when planning acquaintance rape prevention programs. Using a wide variety of educational techniques and activities can help maintain attention and reduce the potential for boredom. It is important to give men and women an opportunity to learn from each other. Open, honest communication must be encouraged and modeled by the group facilitators. A mixed sex team of discussion leaders is important so that the facilitators may work with sex segregated groups (if necessary) as well as model communication between the two on sexual issues.

The types of activities which are effective for facilitating stimulating and honest communication at acquaintance rape prevention workshops include films, role plays, values clarification activities, discussion of articles from local papers, "fishbowls" (one group discusses while the other looks on silently, then the groups are reversed), and brainstorming (group members suggesting ideas without criticism).

No session can be effective in accomplishing the previously objectives stated on page 4 unless the group is willing to confront societal and personal behavior patterns. This usually requires some time for the group to develop cohesion and a sense of trust. The key to keeping people interested for that length of time is to change the pace, pattern, and focus of the activities.

Clearly defining the difference between stranger rape and other forms of rape is extremely important. Failure to identify differences early in the workshop will lead to confusion over definitions and arguments over semantics. It is essential to explain that this is a workshop about interactions **between acquaintances** rather than strangers, and any digression to the topic of stranger rape must be redirected. Once the awareness of the group members has been increased regarding the risks of acquaintance rape, it is **very important** that prevention strategies are presented and discussed.

Education about the topic should be broader than just acquaintance rape avoidance for women. Although only women may be raped according to most state laws, men are also vulnerable to sexual assault. In fact, approximately ten percent of all sexual assault victims are men (U.S.C. Rape Prevention Education Program, 1982). Both men and women need alternative suggestions for traditional sexual and dating behavior. Young men must be informed of the consequences of acquaintance rape, and should be a target group for prevention programs. Although most rapes are heterosexual, it is inaccurate to assume that all rapes involve members of different sexes. In addition, homosexual, bisexual, and heterosexual people may be involved in sexual assaults as either victim or assailant. Therefore, it is imperative that educational programs about acquaintance rape be geared to all types of people.

Conclusion

A good grasp of group dynamics, and group facilitation skills are essential before attempting to lead a group on the topic of acquaintance rape. Co-facilitators should know each other and be ready and willing to respectfully disagree in front of the group to model healthy discussion and confrontation about sexual issues with a positive, healthy resolution.

Group leaders have a responsibility to the group to not dredge up uncomfortable feelings and then leave the participants to grapple with those feelings on their own. Facilitators should be able to provide participants with names, addresses, and phone numbers of referral agencies, such as the local Rape Crisis Center, or a therapist or counseling center. Trainers should also provide the group with the phone number of the police, and any special sexual assault task force representatives who are sensitive to acquaintance rape situations.

Once the trainers have completed the training session, they should become members of a speakers bureau. When requests are made of this bureau, usually administered through the Dean of Student's Office, Rape Crisis Center, or the Health Education Department of the Health Service, speakers will be sent out in male-female teams. Group facilitators may either request a partner or be assigned to work with a co-facilitator. The teams seem to be most effective with one staff member and one student, with complementary skills. Once the speakers bureau is well established, the number of requests will probably increase. It is not unusual for program demand to exceed supply of facilitators. Adequate support (financial and moral) is important to prevent burnout.

Trainers are participants in a very important process - to empower others to make a difference in their interpersonal and sexual interactions. Acquaintance rape prevention trainers can make a very valuable contribution with the proper training, interest and support.

Acquaintance Rape and Sexual Assault Prevention Training Manual, second edition is available from Andrea Parrot, N134 MVR Hall, Cornell University, Ithaca, New York 14853, (607) 255-2512.

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PLANNING AND IMPLEMENTING A MODEL PROGRAM FOR PREVENTION OF ACQUAINTANCE RAPE ON COLLEGE CAMPUSES:

A STRATEGIC APPROACH

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When confronted with a behavioral or values problem on campus, customary wisdom is to "throw a program at it". Aware of acquaintance rape, the college community normally reacts by rapidly devising a single program to counter the particular behavior. The authors argue that such a narrow approach is generally short-lived and is frustrating for those who organize it. They recommend a more strategic approach that is designed to tackle acquaintance rape by confronting it within its campus and societal context.

Introduction

A strategic approach requires careful analysis of the problem, of its embeddedness in contemporary mores, and of the resources available to combat it. An effective, comprehensive approach will draw together existing programs and those who oppose rape behavior and rapist mentality. Current methods of strategic analysis, supplemented by the insights of contemporary learning theory, afford a useful vehicle for this task.

The strategy outlined below is employed at Cornell University. Cornell is a large, complex institution of some 17,500 undergraduate and graduate students, 1,500 faculty and 8,000 employees. It includes statutory and private colleges located together in the upstate New York town of Ithaca. Private industry, farming and two other colleges complete the employment landscape. The city boasts a large number of artistic and cultural activities and an unusually broad range of human services for a community of its size.

When attempting to effect changes in mores, the diversity and involvement of people and groups, both on and off campus, necessitates considerable sensitivity to their existing interests and cultural commitments. Imposition of a single program is unlikely to win widespread, long-term support. It is necessary to take a lesson from modern learning theory and begin where the community is -- which requires careful analysis.

In developing a comprehensive approach to the problem of acquaintance rape, strategic planning is particularly well-suited to a large, complex community, such as Cornell, but it is also helpful in less complex situations (such as a small college) especially where there is recognition of the value of working with a local community which shares the concern. Members of the local community may appreciate that acquaintance rape is not only an adolescent phenomenon, but that it can involve relationships between college students, high-school students, and others.

The efficacy of the strategy described remains to be finally demonstrated in this instance. It is already proving useful. It is applicable to other safety issues and has been tested in different situations.

Strategy

The strategic approach recommended here utilizes a simplified democratic variant of strategic planning that involves members of the different student, staff and faculty groups invested in the outcome. They review the problem, the context in which the problem occurs, the behavior, assumptions and prejudices that condone or support forced sex. They consider those likely to commit or condone it and the programs and sanctions that the community employs in perpetuating or excising rape.

In this analysis, several simple heuristics are employed -- in particular, Target Analysis (see Appendix I) and concept mapping, which enable those involved both to identify and describe acquaintance rape in the context that supports it (step one) and to relate it to current programs and resources that can be brought to bear upon it (step two). Concept-mapping helps participants visually recognize related, problematic assumptions and prejudices that indirectly support physical oppression of women. Target Analysis derives from social scientific appreciation of the way in which a culture perpetuates itself. It focuses on the relationship between the task, allies, resources, governing factors, and the broader environment. By simplifying and aiding visualization of the task and process, it encourages continued evaluation of progress and continual revision of the groundplan, while permitting new allies to join, understand, improve and own the effort. It is open-ended.

Target Analysis is a process rather than a set of answers that hold for all places and times. It recognizes that different groups interested in applying the method will find common elements and also factors unique to their own situation. Current research on the way in which organizations work places great emphasis upon the cultural dimension of communities. The environmental press of an organization and the community culture affect relationships and behavior throughout the organization. Each culture has, metaphorically, its own genetic structure, its rituals and values. It is no less complicated than DNA. The task is to discover, and then change, the cultural press at those points where greatest leverage exists to impact the problem.

Diagramming the relationships within the community in simplified form aids analysis of the structural nature of the problem (that is, how acquaintance rape is supported by and structured into daily behavior) and of the opportunities for change. Analysis is often brought to premature closure by assuming that the problem is clearly understood and agreed upon and that one, superior response exists. In fact, many approaches may exist, some of which are less immediately effective, but more valuable over the long haul. Some strategies may have significant spin-off effects that help improve the communal culture as a whole. For example, side effects may encourage unaffiliated groups to work together, to network, to support human values that resonate with those under particular consideration. They may promote fresh approaches that avoid the boredom experienced with old programs, may generate useful information, or may encourage affirmation by more conservative community leaders.

Task: Rather than begin by defining the task merely as creation of a program to combat acquaintance rape, which ignores the numerous programs that already relate to the issue in different ways, the task is defined as combatting rape and those agencies that condone it (without necessarily defining it). A subordinate part of the task is to inform people of what acquaintance rape, date rape or "soft" rape is -- for without acknowledgement of its existence, there can be no "problem", and therefore no task or solution.

Defining the task requires disciplined brainstorming to assure that it is adequately perceived and that hidden assumptions, as well as surface phenomena, are confronted . Too often, people brainstorm tactics and programs without determining the overall problem that such responses are meant to address.

Allies: The numerous people and groups on campus that have an interest in issues of sexuality were cataloged and approached. Even on a small campus there will be many people who can support the goal. They may resist if pressed to overcommit, since their commitment is to their primary goal. Many of these groups already have existing mechanisms in place to deal with the issues related to acquaintance rape and sexual assault.

Examples of interested groups include the Dean of Students Office, which usually deals with problems in fraternities and sororities, and Residence Life personnel who handle programs and events which take place in the residence halls -- also a common location for acquaintance rape. Public Safety (campus police) is frequently involved when an acquaintance rape or sexual assault is officially reported, although only a very small percentage of acquaintance rapes are ever reported to the police. At Cornell, Public Safety has a crime prevention unit assigned to help others avoid involvement in crime. Local police forces will have officers with comparable functions.

The local Rape Crisis Center may not be part of the college community, but many of their calls will originate on campus. The Center should be involved because of its connection with police, counseling staff and victims on campus. The Health Center, psychological counselors and sex counselors who talk with acquaintance rape victims or their significant others are important. Both individual counseling and support groups should be available for those dealing with the emotional aftermath of a sexual assault. These are provided by the agencies mentioned above. In addition, the Health Center may have a health education unit which conducts programs on sexual assault prevention.

There are individuals and groups within the academic faculty interested in preventing acquaintance rape and sexual assault. Professors in departments of Women's Studies, Law, Psychology, Sociology, Social Work, Philosophy, Medicine, Physical Education, Human Development and Family Studies and Human Service Studies have a legitimate academic interest in the topic. Others from unrelated academic fields may have a personal interest.

At Cornell, various peer-counseling groups were also alerted. These engage in counseling and human relations training (hotline and outreach counselors, orientation counselors, resident assistants). Also involved, because of the information and services they provide, were chaplains (spiritual counseling), the Office of Equal Opportunity (non-discrimination), Unions and Activities (programming). Students, faculty and staff interested in the issue of sexism as a whole (Cornell Community Against Sexism) provided coordinative horsepower. Personnel inevitably overlapped, which helped networking. Where they did not, deliberate overlap and interlocking was effected.

Once these groups are drawn together to form a task force on sexual assault prevention, there are many existing and new areas in which to concentrate efforts. Educational, safety, counseling and informational programs alone are helpful, but all combined provide a comprehensive approach to prevention of sexual assault on campus. (Particular programs are suggested below.)

The important discovery at Cornell was the large number of people concerned and willing to contribute effort where they saw a common but not too restricting goal. They were able to include the Task within their existing efforts (for example, by using it as a critical for instance or by cosponsoring events). Cumulatively, their combined efforts affect the cultural environment through compatible Programs and consistency of message. Integrating efforts without swamping participants engenders synergy and energy and recognizes the value of existing commitments.

Resources: Funding is always in short supply for nonacademic purposes, but there are often hidden resources -- for example, funded programs that already exist and which can incorporate education about acquaintance rape. Allies often achieve such links. Direct funding for information, advertisements, and film need not be large and is more readily available when a clear and comprehensive purpose is demonstrably linked to effective use of resources. Definition of Task and strategy are persuasive arguments (when supported by Allies) in such a demonstration. Perhaps the most important priority, however, is to identify and support one person on campus to coordinate acquaintance rape and sexual assault prevention efforts.

Information is an important resource, particularly if it is not "consumed", that is, not used up. Use of the Cornell central computer information bank, CUINFO, permits all members of the campus community to easily access information on offices, support services and programs related to acquaintance rape and sexual assault. Interactive computer programs, such as that already developed at Cornell for alcohol education, provide a further low-maintenance resource.

Governance: The decision-making structure is a necessary partner in combatting rape. Governing groups and senior administrators can help target funding and affirm the importance of the effort by appreciating what contributors do and by recognizing the harmful effects that oppressive behavior has on the individual and on relationships within the community. This is an important role for Administration. In addition, there are policies that the Administration can implement which deliver a strong message that the institution is serious about eliminating sexual assault and acquaintance rape.

Administrators and elected hearing boards must take a tough stand on sexual assailants in applying those policies. If an organization such as a fraternity commits an acquaintance or gang rape, strong sanctions (suspension or expulsion) are reasonable responses to signal that the behavior is unconscionable.

Rituals and behaviors are another aspect of "governance" within a community. They determine and embody many of the values that are acted out by community members. Rape itself is not officially condoned by the college or its constituents, but the circumstances that contribute to it may implicitly be. By focusing attention on, and attempting to change, such behavior as abuse of power in relationships, sexist language, demeaning events, the way in which a community colludes in that abuse can be indirectly attacked. These behaviors underpin male abuse of women. Indirect confrontation supports the direct confrontation developed through programs. It further demonstrates consistency in community values.

Environment: Students, faculty, staff, visitors all bring to campus values and behaviors that have been learned elsewhere. While some wish to see colleges and universities as safe havens from the problems of the world, this is neither realistic -- particularly for adolescents -- nor advisable. Those who go out from the campus should be equipped to deal with the real world. A firm appraisal of interaction between college and society is needed and is useful tactically (in discovering hidden sources of assistance and in clarifying issues related to acquaintance rape that can be tackled together) and is also liberating (in sensitizing those involved to responsibility for societal failings).

Time: It is helpful for participants to recognize the long-term nature of their task. That is one way of limiting frustration and burn-out before it takes hold. People need reminding that, since it took time to create the problem, it will take time to remove it. They also need recognize that people take and use time as a resource.

Model Rape Prevention Program

Target analysis is not designed for planning that can be set aside. It is deliberately simple in format so that is does not obtrude into the issues and so that the important components of a strategy can be continually reviewed, changed, reformulated. Planning, implementing, evaluating are part of a continuous process that helps keep those involved jointly in control of progress. It enables newcomers to the enterprise to join more knowledgeably and fully in the effort. It is a reference that helps clarify interaction. For instance, considering the relationship between Allies and Resources raises such questions as: have the Resident Assistants received the latest information on resource people and films about acquaintance rape? Has the Judicial Administrator gathered useful information about the role of alcohol in physical assaults (particularly between the sexes)? Does our new program on rape and self-protection duplicate their program -- and might we reach more people by pooling our resources? Will cosponsorship of a program (and implicit use of the grapevine) increase attendance? Results suggest linkages between existing programs (such as hotlines and support groups) and the creation of new and improved ones (such as education, training and outreach).

Programs

There are a variety of programming efforts which can be orchestrated and focused in this manner. These may help inform the campus community about the problems associated with acquaintance rape, how to avoid risk, what to do in the event of a sexual assault. Information about each of these topics may be disseminated through printed media (pamphlets, newspaper articles), the college or local radio station, or computer access.

Educational programs are probably the most effective method for disseminating information. Entering students can be required to attend a session on acquaintance rape prevention during orientation. Students living in dorms and fraternities or sororities may be strongly encouraged to attend programs. Programs co-facilitated by staff and fraternity members have been successful at Cornell. Programs run by the local men's network have been well received by all male audiences, and mixed audiences (for example, a fraternity and a sorority together) have worked effectively in other situations.

Staff can be effectively drawn in as part of their continuing development. At Cornell, Residence Life staff are required to participate in on-going training sessions, and Resident Advisors may be trained to educate their residents and incorporate the issues into other programming. Programs dealing with assertiveness or improving self-esteem are offered by the Dean of Students Office; and programs on gender and sexuality issues that focus on power -- a key issue in rape -- are offered by the Human Relations Training Group, GayPAC and other organizations. In addition, the physical education department offer courses on Women's Self Defense to better enable women to avoid victimization.

Safety Officers also benefit from training which differentiates acquaintance and stranger rape, and also teaches treatment for victims of sexual assault. The Crime Prevention Unit of Public Safety is often the best locus for an Escort Service.

Cornell has three other programs which contribute to increased safety. There are special "blue lights" interspersed throughout the campus which are connected to phones linked directly to the Public Safety office. If a person lifts the receiver, even without saying anything, an officer will be dispatched to the phone location immediately. There is a free night bus which stops at the blue lights to pick up riders. Between buildings and lights, there is an escort service staffed by volunteers linked to a dispatcher by two-way radios.

Some students must walk long distances off campus. Specially designated houses in which volunteers (trained to help those threatened or victimized) live are "Safe Homes" for those who are fearful while walking home. These homes need some easily recognizable sign, such as a green light in the window when available.

Model Rape Prevention Program

The programs noted not only offer protection, they help campus residents think protectively by making them aware of the need for such services. They are designed to tackle "hard" rape, and the linkage with acquaintance rape can be emphasized. Escorts, for example, are trained to provide tips on personal safety. The volunteer nature of several of these efforts also demonstrates that members of the community care in a constructive, purposeful way. They, in turn, are recognized for their efforts.

All these efforts at prevention sometimes fail, and where someone becomes the victim of a sexual assault by a stranger or an acquaintance, it is imperative that psychological and physical help be available. Victim assistance advocates are essential to help the victim immediately after the crisis. They may provide legal information and emotional support. We have found that some victims may require individual long-term counseling, while others do better in a support group. The "significant others" of the victim (close friends, parents, advisors) may also have trouble dealing with the emotional turmoil that often follows the assault. Support groups help prepare them for the victim's reactions as well as their own feelings.

Positive programming also has its role to play; and here the unanticipated Allies may appear. Since many sexual assaults occur following alcohol consumption, minimizing the abuse of alcohol on campus will be helpful. Creative social events can -- and now may have to -- replace the proverbial "beer blast".

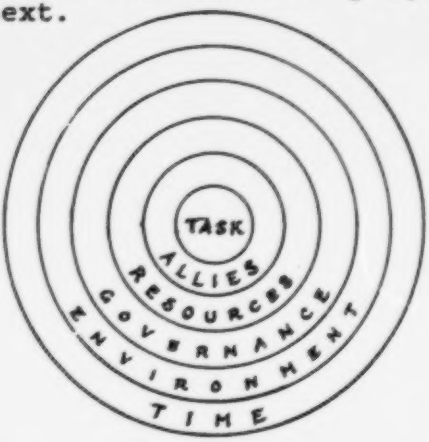
The Media can publicize such events and, in addition, inform people about prevention program and ways to create a safer community. The extent of victimization on each campus is vital strategic information. Funds should be allocated to an interested faculty member (or class) to conduct research on the status of sexual assault. The more each campus knows about the problem, the better able it is to target specific problem areas. Support staff must know more about the problem. The more information they have, the more effective and appropriate their responses will be. Media reports of rapes that occur are important; but helping prevent rapes is yet more so.

Conclusion

A strategic approach to planning and implementation permits creative programming and the maximum impact from the numerous endeavors in which active members of a college community are engaged. The objective is reduced competition and the greatest coalescence among those attempting to improve the human quality of life on campus. Identifying, reducing and removing acquaintance rape is seen as a highly significant goal, worthwhile in its own right and capable of connecting other crucial aims.

Appendix I: Target Analysis

The following diagram and questions represent a simplified sample of issues relevant to program planning within the total campus context.



TASK: what is principal outcome sought?
what are key societal assumptions?
what are campus assumptions about the principal goal?
what are subordinate goals (spin-off benefits) possible?
what are possible contributions to community-building?

ALLIES: who needs to be involved: on task team?
in support?
in consultation?
who are principal beneficiaries (future goodwill & support)?
who runs programs/participates in programs relevant to rape?

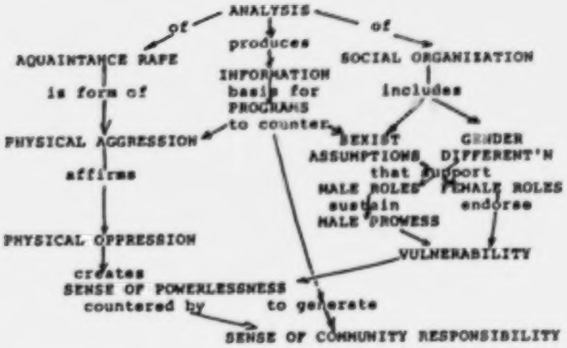
RESOURCES: what are the resource needs of the effort:
financial? facilities? information? (Allies?)
what present resources can be maximized through joint efforts?
what resources will be generated (goodwill, use of facilities) for future use through he efforts of the coalition?
what resources are available in the surrounding community?
what information is needed (research?)
how can information be effectively shared?
what are relevant academic courses, extra-curricular programs?

GOVERNANCE: what is the decision-making process relevant to aim?
what formal institutional expressions of support are possible?
what are the sanctions against acquaintance rape/sexual assault?
how can these be publicly communicated (before/after)?
what are the norms, rituals, rules: for the group?
for the general environment?
what would the preferred norms, etc. be?
how to thread these into planning, programming?
what are the initial cultural relationships?
what would the preferred cultural relationships be at conclusion?

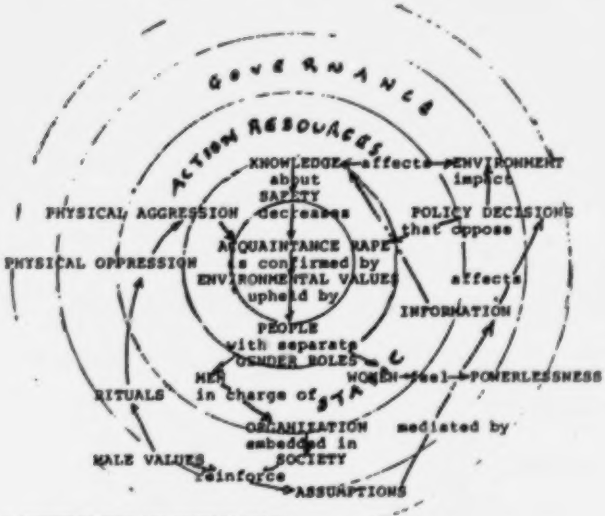
ENVIRONMENT: what is the influence of environment:
on task definition? on implementation? on conclusion?
how can environment be brought into the process?

TIME: time to analyze and review; time for closure at each step.

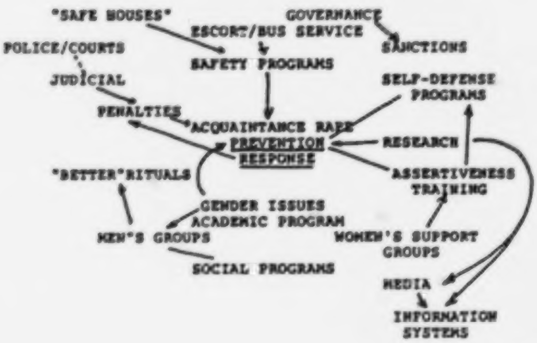
Model Rape Prevention Program


ANALYSIS
of
of
produces
AQUAINTANCE RAPE
INFORMATION
basis for
PROGRAMS
to counter
SOCIAL ORGANISATION
is form of
includes
PHYSICAL AGGRESSION
SEXIST
ASSUMPTIONS
that support
GENDER
DIFFERENT'N
affirms
MALE ROLES
sustain
MALE PROWESS
FEMALE ROLES
endorse
PHYSICAL OPPRESSION
VULNERABILITY
creates
SENSE OF POWERLESSNESS
countered by
to generate
SENSE OF COMMUNITY RESPONSIBILITY

1. SIMPLIFIED CONCEPT MAP: ACQUAINTANCE RAPE


GOVERNANCE
ACTION RESOURCES
KNOWLEDGE
about
SAFETY
decreases
affects
ENVIRONMENT
impact
PHYSICAL AGGRESSION
POLICY DECISIONS
that oppose
ACQUAINTANCE RAPE
is confirmed by
ENVIRONMENTAL VALUES
upheld by
PHYSICAL OPPRESSION
affects
INFORMATION
PEOPLE
with separate
GENDER ROLES
STATUS
MEN
in charge of
WOMEN feel
POWERLESSNESS
RITUALS
ORGANISATION
embedded in
SOCIETY
mediated by
MALE VALUES
reinforce
ASSUMPTIONS

2.CONCEPT MAP IN TARGET FORM


"SAFE HOUSES"
GOVERNANCE
ESCORT/BUS SERVICE
SANCTIONS
POLICE/COURTS
SAFETY PROGRAMS
JUDICIAL
SELF-DEFENSE
PROGRAMS
PENALTIES
ACQUAINTANCE RAPE
PREVENTION
RESPONSE
RESEARCH
"BETTER"RITUALS
ASSERTIVENESS
TRAINING
GENDER ISSUES
ACADEMIC PROGRAM
MEN'S GROUPS
WOMEN'S SUPPORT
GROUPS
SOCIAL PROGRAMS
MEDIA
INFORMATION
SYSTEMS

3. CONCEPT MAP OF PROGRAM

BEST COPY AVAILABLE

Parrot-Drinkwater:

Comment: This is not a question, but a comment on a recent phenomenon. There have been groups of men, usually drunk, who go out in a gang and in their interpretation of fun, rip the clothes off women. It has happened at Cornell and you probably read about it happening during Spring Break in places like Palm Springs. It occurred to me while you were talking about the negative impact of media, that this idea arose from those Grade B movies where the same thing occurs all in the spirit of "fun." The media message is: This is OK. But, of course, it is not.

Q: What about the issue of confidentiality? How do you protect the privacy of individuals and still discuss the issues?

A: It is possible to give an aggregate picture without getting into the issue of individuals and their rights to privacy. There are a number of persons on our campus who have encountered similar problems, so that it is possible to talk about the problems in generic terms without violating confidentiality.

Q: What about the right of peer counselors to maintain confidentiality?

A: That is a legal question that I would like to refer to counsel.

Comment: Legally the testimonial privilege is accorded in litigation only to psychiatrists, psychologists, and certified social workers. Under subpoena, a peer counselor could not draw upon this privilege. Ethically, obviously, the peer counselor ought not disclose information that was understood to be expressed in confidence.

Comment: One of the things we stress in our training of peer counselors is the importance of maintaining confidentiality. Without that, confidence is quickly lost. But we haven't had any problems in this regard.

Comment: We encourage peer counselors to keep records, so that we can have records of trends and indeed how the counselors are spending their time. Those records do not need to contain names or any specific details which would lead to identification.

Comment: The issue of peer counselors being required to disclose information considered to be confidential may be less serious than meets the eye because generally any information a peer counselor would have, since it is not expert testimony, would have to be treated as hearsay and could not be legally construed as critical evidence.

Comment: Right. It is highly unlikely a peer counselor would be subpoenaed. That is certainly our experience in State University.

Comment: One of the important roles of the peer counselor is to serve as a first-stage counselor who refers more serious difficulties to someone else. This is generally known at the outset, which removes some of the concern about confidentiality because there will be a sharing of information. Confidentiality is an important issue for the peer counselor, but it is not really a legal problem.

Q: There has been no discussion to date about the parents in the counseling and sexual education setting. What kinds of responses are you getting from parents these days when they become aware of incidents and how they are being handled?

A: At Cornell, parent responses have been incredibly varied. For some parents, sex is still taboo and that, I say only partially facetiously, can be an advantage. Other parents are quite up-front about both their concerns and their expectations. We try, when parents are on campus at such times as parents' weekends, to communicate the sense that students do face a degree of vulnerability and there is a need to be open about it. Parents, as well as students, need to know to whom they can turn when there is a problem.

A well-informed parent is an asset to the student in this area as in others.

An area that has caused us more concern is the fact that faculty are more reluctant to deal with either sex education or the prospects of sexual violence than are the parents.

Comment: At our campus, the session at orientation time that deals with sexual issues is attended by both new students and their parents. There has not been a single difficulty that has arisen as a result of parents being present while these issues are considered.

Comment: If the concern is about getting faculty on board, the avenue is research. There are a number of important issues about which more knowledge is crucial, both as regards sexuality generally and the kinds of abuses we have been discussing. Research is what faculty do; an appeal to them is possible if there is a legitimate research topic.

Q: Has a program of peer counseling on your campus had any effect one way or the other on the general liability insurance rates on your campus?

A: The issue is: What are you offering as a service; what are you holding out as what you do for which you should be held accountable? Peer counseling would be in all cases, as it is at Buffalo, one type in an array of counseling services. In this context, as long as you are clear about what peer counseling is, what it is not, and how it fits into the larger structure, it should have no effect on general liability.

Comment: SUNY officers are indemnified by a State law and this would cover all employees. Peer counselors are volunteers and not employees, for the most part, so they should be made aware of the fact that they are not covered by the protections that employees are provided. Volunteers are covered if they are in a State-sponsored program. The Attorney General determines whether an activity is State-sponsored. The problem is that the Attorney General decides the issue of sponsorship only after the fact when facing a challenge, so there is some vulnerability to be considered. SUNY counsel may say that one activity or another is covered, but that is an opinion; the Attorney General is not bound by the judgment. The campus can do much to make it clear that peer counseling is an accepted and supported program on the campus; this adds strong evidence to the contention that it is a State-sponsored activity.

Comment: This discussion is an aspect of risk management and while we have looked at the down side, there is an up side as well. If we look at the community model that results in a comprehensive set of programs for student support, the problems are lessened and the likelihood of unhappy occurrences diminished. There is evidence to show that programs of intervention do work. For example, because of good programs in place we have not had a suicide at Cornell in the last five years. Peer counselors are a large part of the success.

As a result, we now have a good product to sell, to put it in marketing terms. We can use these positive results to sell the President on the need for continued and increased resources for programs that are demonstrably effective.

Comment: Most peer counseling programs are closely tied to the university structure. There are clear reporting relationships, peer counselors often gain some academic credit for their work or receive stipends, and are otherwise clearly institutionally identified.

Q: Are your residential assistants trained in peer counseling?

A: I try not to use the phrase "peer counselor" because it poses difficulties, some of which we have discussed. But yes, all our people who have residential duties have basic training in listening skills, resource availability, and the other general skills required. We use terms like "Mentor" or "Orientation Specialist," terms that seem to fit the actual tasks we are asking of the students. I think you can use your imagination and come up with a number of useful descriptions.

Comment: Georgetown University surveyed about 100 campuses that had peer counseling programs and found that where supervision was clear and well established, the programs were utilized and well-supported. Where supervision was weak or nonexistent, the support was very low.

Q: What kind of support for the victim exists? I'm thinking of things like changing the dorm room of a person who has been raped and support services of those kinds.

A: We have a peer team that works with counselors to set up a support group to help rape victims. The support group will do practical things like accompanying the person to the library.

At the administrative end, public safety has a sex crimes task force at Buffalo that handles everything from the criminal aspect (which is handled entirely external to the campus judiciary structure) and the human aspects as well.

Comment: In this connection, the key issue is the central message that the entire academic community, not just the administration, seeks to convey. It is difficult to create the environment where clear messages are conveyed about issues as complex and emotional as acquaintance rape, and most campuses have not done this well. But it is an important area, and the messages need to be clear regardless of the course of action that is followed -- judicial proceeding, counseling, or sanctions against the perpetrator.

We cannot avoid our responsibilities to educate and this responsibility makes the communicative environment all the more important.

Q: What do you suggest as a course of action in a setting where the local judiciary is not terribly responsive to campus officials who wish to be vigilant in rape prosecution?

Comment: In our area we have a village justice on a part-time basis and this person tends to be more lenient than we would like. The tendency is to look at some violent act, even date rape, as student pranks. As the only campus counselor, I have tried to play an educational role with the village justice, indicating that in instances such as this, leniency is not the best strategy. But it is difficult.

Q: I am curious about how often acquaintance rape has been brought before a judicial body and what kinds of judicial sanctions have been imposed by judicial authorities?

Comment: We have had only one on our campus and the result was expulsion and no judicial sanction.

Comment: I can provide some information about Rochester Institute of Technology. If a judicial sanction is imposed, and there have been five over the past two years imposed for rape, the perpetrator is also automatically expelled from school. As a result, it is well known that RIT is serious about student safety.

Q: Is there a prevailing attitude that it is the athletes and the fraternity members that are responsible for acquaintance rape?

A: There is a correlation between a "macho" attitude, in which a male believes he has a right to dominate females, and acquaintance rape. Some may believe the attitude is characteristic of athletes and fraternity men, but it is the attitude that is the problem, not the athletic or fraternity connection.

A: The corresponding female attitude contributes as well. A woman who has a low level of self esteem, an external sense of control, and little experience in social settings may well feel she is going to be dominated and can do nothing but accept it. This is the class attitude that finds it difficult to accept a woman doctor marrying a male nurse. It is the attitude that female "achievement" is based on the man with whom she is associated, so she sets out to associate herself with the "macho" male, and clings to her "achievement," but at a heavy cost.

Q: What do you do in a situation in which these attitudes prevail, where as a public safety officer you know that a woman is being raped or beaten, say in the dormitory, but she will not complain?

A: I would think something like the mediator role is appropriate, though that is not quite the right description. But the idea is to bring them both in, not so much for counseling, as for sorting out the reasons why this behavior doesn't work well for anyone and making it clear that the institution won't accept it. This is very difficult to deal with because often neither party wants to acknowledge at the outset that any problem exists. Often the situation has come to our attention through a third party and the couple involved view us as meddlers.

Comment: Here again, there is likely to be a positive response if it is handled through friends who can make it clear that they are interested in the welfare of the people involved.

Comment: If this behavior occurs on campus there is also the responsibility of the administrator to intervene because the code of conduct has been violated. There is both the moral and legal responsibility to administer. It is an institutional responsibility that cannot be ignored.

Q: A report is about to be issued on the relationship between pornography and violence. In Central Administration we have received reports about X-rated films being shown on campuses and we have been asked to put a stop to the practice. We have stepped back because of the whole issue of First Amendment rights, but I would like to know what you think about the issue of pornography as it is related to violence.

A: As it happens, I moderated a panel discussion on this topic last night. The legal issue is very complex and I wasn't able to make up my own mind. But the issue is more than one strictly of legality; it is also a matter of community behavior. In that regard I believe we have a responsibility to point out what research is beginning to indicate more clearly, that pornography often depicts attitudes that are exploitative of women and children and that these attitudes display themselves, as we have said earlier, when violence occurs.

Comment: There have been civil suits brought against college campuses for not providing sufficient safety in cases where rape has been the result. It is possible that at some point in the future the pornography issue could find its way into a civil lawsuit.

Comment: The bottom line on our campus is apathy. We run workshops, offer assistance, and do what we can, but we get very little response.

Comment: If you call your program a "rape workshop," it will turn people off. But it is suggested here that there are other ways of handling the same materials that will touch on wider student interests.

Comment: At Cornell we will be trying something new this year at new student orientation. We have a theater group that will be making a presentation. In fact they will be dramatizing much of the material that we discuss in our workshops, but it will be billed as an introduction to theater at Cornell. That is one way we have thought of to introduce this material to students whom we might not otherwise reach.

MULTIPHASIC SAFETY AND SECURITY ON STATE UNIVERSITY CAMPUSES AND COMMUNITIES

Otto A. Berliner
State University Agricultural and Technical College
at Alfred

Multiphasic Safety and Security on State University of New York Campuses and Communities

Otto A. Berliner
State University Agricultural
and Technical College at Alfred

The development of strategies for using campus learning experiences to combat abuse, harassment, and violence has been the concern of most campuses nationwide. Although campus rape and interpersonal violence received considerable attention in journals and media, a surprisingly limited amount of information exists in the literature on specific strategies and programs for effective prevention of malignant human destructiveness on campuses and in nearby communities. The potential significance of one rape intervention model at the University of Arkansas is (1) "the inservice training workshops for professional university and community providers; (2) a university course for prospective paraprofessional victim advocates; and (3) a series of training seminars to supplement the skills of a residence hall network of paraprofessional peer advocates." Here the essential contribution of the project is to "meet the entire range of physical and psychological needs of rape victims" (R.J. Cowan et. al., 1981). Another comprehensive model of rape prevention and intervention comes from the University of Massachusetts/Amherst campus. Their multifaceted approach includes an interagency Rape Task Force; community education to encourage victims to seek care, to increase reporting, and to explore societal attitudes; inservice training for university staff; and a counselor/advocate program to help victims through medical and legal processes and coping during their crises. This program claims some positive results especially in the counselor/advocate area (B. Estabrook et.al., 1978).

I will forgo presenting here a detailed analysis regarding the origin and nature of interpersonal violence, as the reader can find it in many textbooks, but let it suffice to say that it can be emotionally, physically, and sexually sadistic, cruel, brutal, and destructive. Malignant aggression is not instinctive, not a phylogenetic plateau in man's evolution, nor is it defensive against man's worst enemy, man, but rather it is a cerebral process driven by impulses, passions, ritualistic bondings, and emotions to hurt and to torture, and the victimizer feels lust in doing so. Although man is guided by his intellect to make right choices, his cerebral functions are often influenced, if not malignantly synergized, by today's psyhoactive drugs and alcohol.

Understanding the nature and execution of abuse is paramount in prevention and intervention. It may be emotional, physical, and sexual. Regarding emotional abuse, "mental cruelty, the wish to humiliate and hurt another person's feelings, is probably even more widespread than physical sadism. This type of sadistic attack is much safer for the sadist; after all, no physical force but 'only' words have been used. On the other hand, the psychic pain can be as intense or even more so than the physical. I do not need to give examples for this mental sadism. Parents inflict it upon their children, professors on their students, superiors on their inferiors -- in other words, it is employed in any situation where there is someone who cannot defend himself against the sadist" (Fromm, 1973).

Physical abuse may be expressed in several ways on college campuses. In direct violence it is the nonaccidental injury of a person. This may occur in fights in the dorms, fraternaties, or sororities, and in public places. It can be an individual or collective form of aggression. It may also manifest itself in personal or college property destruction. The nature of the problem may be stimulated by jealousy, envy, competition, vengeance, boredom, anger, sadism, conformity, or a combination of some or all of these.

Adult sexual abuse, although varying in degrees and intensities, is one of the most traumatic emotional and physical experiences for the victim. Here the perpetrator is a "person who is sexually aroused by sadistic practices and has a sadistic character -- i.e., he is a sadist, a person with an intense desire to control, hurt, humiliate another person. The intensity of his sadistic desires affects his sexual impulses . . ." (Fromm, 1973). According to a Time magazine feature article, "rape is now regarded as a crime of violence, not passion. Sex is not the chief thing that motivates rapists, says A. Nicholas Groth, director of an innovative sex-offender program at the state prison in Somers, Connecticut. Rape is the sexual expression of aggression" (Time, 1983). "These malignant aggressive characters rape for power. Groth says, 'they are insecure, inadequate people who do not feel in control of their own lives or themselves'" (Time, 1983). Rapists are immature and not mentally ill. They have a mixture of reverence and resentment for women. According to studies and statistics they are young, and mostly attack at night. Some rape in anger and the assaultive sexual abuse produces severe physical injury and emotional trauma for the victim. Others may rape to satisfy a gang ritual or heighten their masculinities. On college campuses there is an increase of "acquaintance," "date," and "gang" rape, in addition to the obscure sadistic characters. The first two types of rapes are the hardest to report for women because they fear that people will regard them as guilty or provocative. As Acquired Immune Deficiency Syndrome (AIDS) increases, however, reporting becomes an absolute necessity.

In designing a "fail-safe" system to combat interpersonal violence we must first emphasize people's willingness to participate in a comprehensive multiphasic program that hopefully will reduce, if not eliminate, such serious incidents. We all have to work together -- students, staff, faculty, administration, members of the college community -- if we are to succeed. Second, we must operate with as little bureaucracy as possible. Third, we must assess our budgetary priority in favor of safety and security programs. I do not need to remind the reader of the importance of safety as one of the considerations by parents, students, and college personnel to choose one college over another. Safety is one of the best products for marketing publicity.

Individual Campus-Related Safety and Security Program Development

Each institution has a set of safety and security problems that must be dealt with. The nature of the problems varies from geographical location to incident data with a lot of relevant factors in between. Consequently, a group of professionals must make an assessment of these problems and develop programs for safety and security in terms of prevention and intervention. Accordingly, the institution must form a harassment, abuse, and violence (HAV) Crisis Center where all students and personnel can go for help. The Center would be governed by a director with a Ph.D. in Clinical or Counseling Psychology. It would have an *ad hoc* advisory committee composed of administrators, campus attorney and physician, student personnel counselors, faculty, staff, students, and a visiting member of the community. The function of this committee would be to advise the Center and the President about the nature of the existing problems of abuse, harassment, and interpersonal as well as property violence, and make appropriate recommendations to prevent those violations. The HAV Crisis Center would employ professional counselors, nurses, and paraprofessionals who may share employment with other units of the institution. One or more counselors -- depending on the size of the institution -- would not be employed by other units since they would work with campus personnel and they must maintain impartiality from other influences. The Center would work together with the institution's security personnel, campus attorney and physician, local police and ambulance, residence hall's assistants, members of the nearby community, ministerial alliances, the staff of the college infirmary, and hospital emergency room personnel. This network of support personnel would enable the Center to focus on incident reporting, crisis counseling, administering first-aid, and dispatching personnel around the clock whenever and wherever needed. The Center would maintain absolute confidentiality except where the victim wishes that the Center should release relevant information and to take action against the perpetrator. In that case the victim's consent must be in writing. Among other technical components, the Center would be equipped with up-to-date computers, two-way radios, a twenty-four hour emergency telephone service, dialing 1111, and a paging system with a range of five miles. The "pager" may be loaned from the security or the Center for a short period. This system may be utilized as an added security measure so that a potential victim, e.g., one who takes drugs, must respond within ten minutes upon being paged, otherwise an emergency task force called R.A.P.E. (rape, abuse, protection emergency) would be dispatched to a prearranged location. In a recent article of The New York Times about a college gang rape at the San Diego State College, a pager system might have saved the victim. "The woman at the center of the controversy, an 18-year-old Delta Gamma pledge, has withdrawn from school and gone into seclusion. But she told others that she became dizzy at the party after drinking punch that she thought contained no alcohol. She asked for a place to rest, was handed another supposedly non-alcoholic drink, and passed out. When she regained consciousness, she found herself in a room with several men, some of them naked and one of them on top of her. The rest of the details remain hazy" (The New York Times, 1986). All personnel of the Center must undergo rigorous training regarding counseling, prevention, and intervention in incidence of abuse, harassment, and interpersonal violence -- especially rape. This may be accomplished by inservice training utilizing college or university professionals or other State University experts. As a matter of practicality, once the HAV Crisis Center model is established, a State University professional HAV team may be formed to provide inservice training for professional service providers.

Importance of Orientation about HAV Crisis Center and its RAP (Rape and Abuse Protection) Program

Every incoming freshman, upper level, transfer, and graduate student and all campus personnel would be given an opportunity to become aware of the function of the HAV Crisis Center and its RAP program. The purpose of this orientation is to inform students and personnel about services rendered at the Center, the importance of reporting, and various aspects of communication. The RAP training would focus on theory as well as on practicum. For example, how to assess a potential victimizer or recognize a potential "rape trap," how to avoid and protect oneself in case of harassment and abuse. These introductory sessions would be conducted by members of the HAV Crisis Center.

Course Offering and Training for Students and Paraprofessionals

A model college or university interdisciplinary course with practicum may be designed to aid students and paraprofessionals in understanding the psychology of human relations, sexuality, and destructiveness, and provide opportunities for them to explore the dynamics of effective human relations, various personal defense systems, and clarify contemporary values, attitudes, and beliefs concerning abuse, harassment, interpersonal violence, rape, vandalism, and the influence of drugs that so often precipitate malignant destructiveness. The format of the course would combine lectures and discussions, audio-video presentations, classroom role-playing, and practicum in the HAV Crisis Center under professional supervision. There students would enhance their learning about prevention and intervention techniques and combine their theoretical understanding with practical applications. The pragmatic aspects of this course would give an opportunity for the student or paraprofessional to become effective RA's or advocates in HAV Crisis Center-related helping organizations.

Resident Assistant RAP Training and Services; Voluntary Student RAP Network; Work-Study Student Patrol; and Communication Intelligence

Off classroom experiences are part of the students' total learning. Residence Hall living can, therefore, enhance and enrich his or her experiences. Unfortunately, however, we have characters with malignant aggressive personality traits who would disrupt this learning process. Personal abuse, harassment, stealing, violence, and rape are not uncommon occurrences in campus dormitories. "Nine Ohio State athletes were called before a Columbus grand jury last April to testify about an alleged 'rape train' that occurred in February in a dormitory. The victim, the daughter of a minister, never returned to school" (Time, 1983). The increase of illegal drug abuse and the restriction of alcohol consumption under twenty-one years of age may tempt some students to drink alcohol in their rooms. These added risks certainly require more precaution.

Mandatory Resident Assistant RAP training would be required for every dorm and would be administered by the HAV Crisis Center. Since training requires time, those who are trained first would form a network with other dorms in case assistance is needed.

These RA's would help students in their accommodation, clarify housing regulations, and would be available for consultation regarding academic, emotional, and interpersonal problems, and with general problems in daily living. But the RA's would be also on guard for any irregularities and disturbances in the areas under discussion and would intervene whenever and wherever necessary. It is expected that student peer volunteers who received RAP training and/or completed coursework in human relations with HAV Crisis Center practicum would also assist in the dorm network assistance program so the RA's would be supported when additional help is needed. Some paraprofessional peer advocates would call dorm meetings and use problem-solving techniques -- inductive, deductive reasoning, divergent thinking, insight, and brainstorming to resolve some abuse, harassment, and interpersonal violence problems, others would provide additional empathy for the victims since they had theoretical as well as practical background in interpersonal relations, human sexuality, and destructive behavior. Students who need financial assistance may apply for night patrol (two hours per diem) and they may be reinforced by volunteer student patrols (one hour per diem). These individuals would carry a two-way radio and report interpersonal problems and vandalism to the campus security. The day-time watch would be limited to voluntary student patrol. The campus would be divided into sections, and patrols, always in two, would be responsible for a particular section. In addition, they would help some off-campus students to reach their home destination from dusk till dawn. This is particularly important in urban areas where some students study or work late in libraries, laboratories, or other localities. These patrol services would definitely help to reduce mugging and sexual or other interpersonal violence. The knowledge that these services are available would make students feel more secure and they could spend more time studying away from home. In addition, the parents would feel more comfortable and relaxed about their children. This escort service is indeed a very attractive feature in college and university recruitment.

Communication intelligence refers to reporting campus abuse, interpersonal violence, and other disturbances to Campus Security or the HAV Crisis Center. When reporting in person the individual must identify himself or herself, and the same applies in writing. Signature is mandatory. When calling the Center or Security the caller would be informed that he or she must identify himself or herself and his or her voice will be recorded. Deliberate misinformation would be grounds for school disciplinary action. All students and personnel would be encouraged to report incidents relating to the HAV Crisis Center or Campus Security. Only through mutual cooperation can we accomplish a "zero defect" in the program.

Reinforcement Processes and Inter-Campus Competition

The application of mass behavior modification to combat abuse, harassment, and violence must be carefully designed to strengthen the desired behavior. When one can stroll to the library during evening hours, visit a friend, have a snack, or exercise without being mugged or raped, people can enjoy what they are doing. Preparing for the future, having fun, satisfying their hunger, or doing something different can be rewarding, hence positively reinforcing. To apply aversive stimulus, for example, dormitory curfew, for negative reinforcement may not achieve the desired results. One can, however, postulate that having a "breakage deposit" would curb vandalism and reduce repair and material replacements.

Inter-campus competition for safety and security can be an additional motive. The reward may be recognition, easier recruitment, SUNY scholarship, and most of all peace of mind for everyone.

SUMMARY

This paper proposes a multiphasic safety and security system by establishing a HAV (harassment, abuse, violence) Crisis Center; a student and campus personnel orientation and RAP (rape, abuse protection) program; by offering a multidisciplinary human relations course with practicum for students and paraprofessionals; by introducing RAP training to Resident Assistants; by utilizing student RAP network, student patrol, communication intelligence; and by applying mass behavior modification and intercampus competition.

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Berliner:

Q: I would like to pick up on what you said about alcohol and drugs. Earlier it was suggested that alcohol and drugs do not so much influence behavior as provide an excuse for certain behavior. You are suggesting that alcohol and particularly drugs can in fact influence behavior. I wonder if the difference is not so much a dispute over the facts as a concern on the part of others to ensure that the individual is held accountable in the juridical sense even if the person has been drinking or taking drugs. What is your position about the responsibility of the individual if the substances can genuinely influence behavior?

A: My view is that even though substances may influence behavior, they will influence different individuals differently, suggesting that there is a basic psychological structure in the individual that is constant though behavioral manifestations may change. But because the basic psychological structure persists, the individual is fundamentally responsible for what he does, even when substances are used. If you are a fast driver, you may drive even faster when you are drunk, but you are still a fast driver and responsible for the consequences of that fact.

Q: How can the Center that you propose be independent, and not just simply be viewed as an adjunct to the campus administration or the public safety office?

A: It is difficult, but we have other models in the society. There is the ombudsman which some institutions use. Judges are another example. They live in the society and are paid by the society but have the requirement of independence and impartiality. To be sure it will depend upon the strength of character of those who operate the Center, but it is possible.

UNIVERSITY SYMPOSIUM ON PERSONAL SAFETY

THE HUMAN RELATIONS TRAINING PROGRAM

Cornell University

UNIVERSITY SYMPOSIUM OF PERSONAL SAFETY

THE HUMAN RELATIONS TRAINING PROGRAM

CORNELL UNIVERSITY

TABLE OF CONTENTS

INTRODUCTION

- History
- Trustee Report

CURRENT ORGANIZATION

- Mission and Goals
- Board of Directors
- Staff and Finances
- Participant Groups

CURRENT PROGRAMMING

- Types of Programs
  - Training of Trainers
  - Programming with Groups and Organizations
  - Conferences
  - Consultation

- Learning Needs of Participants
  - Personalizing the Issue
  - Understanding the Larger Context
  - Understanding the Inter-Connectedness
  - Application of Learning

PROGRAM IMPACT

APPENDICES

A. List of campus organizations which have conducted HRTP workshops
B. Sample agenda: Residence Hall Directors
C. Sample agenda: Student Peer Counselors
D. Sample agenda: Minority Student Association of Human Ecology
E. Guided Fantasy: Being male in a Dominant Culture of Women
F. Guided Fantasy: Being Heterosexual in a Gay Society
G. Guided Fantasy: Being White in a Dominant Culture of Color
H. Sample Handout: Cycle of Oppression

INTRODUCTION

The Human Relations Training Program (HRTP) was formed by a group of students, faculty, and staff at Cornell University who came together at their own initiative in 1979 because of a concern about a pattern of racial incidents, including acts of personal violence, which had occurred at Cornell on an annual basis over the previous ten years. This steering committee observed that there were a number of major obstacles to decreasing prejudice and improving race relations in the community. One was the lack of interaction and communication between groups. A second was the fact that, while Affirmative Action programs had the capacity to enforce fair hiring practices within the institution, there were no corresponding efforts to address attitudinal and behavioral change. Thus, while racial and ethnic diversity was being achieved, positive cross-cultural interaction was not being enhanced.

After a year of discussion and analysis, these people concluded that what was needed was the creation of an environment in which people in the Cornell community could talk with one another more openly about the impact of their racial concerns, including their similarities and their differences, in the absence of a crisis. The committee focused its early efforts on developing workshops to increase awareness of attitudes and behaviors concerning differences within the white community, and the impact that these had on the social experiences and opportunities of minority group members, individually and collectively. These workshops were offered to members of the Cornell community on an intermittent basis.

From this initial focus on racism workshops, the Human Relations Training Program has expanded to include a working Board of Directors, a paid staff, and over 100 volunteers. The program has three major foci: consulting on human relations issues, training volunteer facilitators, and offering programs. The program content deals with racism, sexism, heterosexism, classism, ageism, religious discrimination, and the differently abled, and the connections between these and other impediments to truly respectful human interaction.

In the seven years since the program was founded, several hundred workshops have been conducted, involving several thousand participants. Evidence suggests that these workshops have led to significant change in both attitudes and behavior on the part of many of the individuals and groups who have participated, and an improvement in the human relations climate at Cornell University.

For example, in 1983, a special Report on Minority Education at Cornell University was issued by a subcommittee of the Committee on Academic Affairs of the Board of Trustees. After 18 months of studying various aspects of minority education at Cornell, the subcommittee issued a final report which contained a number of recommendations directed at improving programs and services. Many of the recommendations made reference to the Human Relations Training Program.

The Trustee Committee observed: "The Human Relations Training Program is co-ordinated by the Director of Unions and Activities. It facilitates workshops and discussions designed to increase the racial awareness of individuals and groups on campus and to improve interpersonal and intergroup relationships."

"All told, the Subcommittee senses a great deal of ethnocentrism on campus. Individuals and groups seem to be pointing at someone else's separatism or proclaiming their right to maintain their ethnic identity rather than striving for greater cross-group interaction in campus life. The most notable exception is the Human Relations Training Group."

"We recommend the work of the present Human Relations Training Program with student groups, University classes and administrative departments. It is noted that an expansion of their program cannot be accomplished without additional funding for the Human Relations Training Program."

The Committee went on to recommend human relations training for faculty members, administrators, all Financial Aid Office employees, orientation counselors, all Resident Advisors and student organizations.

CURRENT ORGANIZATION

Mission and Goals

The Mission and Goals of the Human Relations Training Program are as follows:

Mission Statement

The mission of the Cornell University Human Relations Training Program (HRTP) is to contribute to the development of an integrated, pluralistic society in which individuals model, and institutions support, humaneness and respect for the personal dignity of all. The program is committed to achieving this mission by having a constructive impact on individual and institutional attitudes and behaviors with emphasis on heightening awareness of discrimination, fostering respect for differences and acceptance of diversity, advocating for the rights of minorities and others who are targets of discrimination, and supporting action for positive social change.

Program Goals

-Through education, to heighten the awareness of the consequences of oppression on issues of race, gender, sexual orientation, physical ability, religion, age, culture, class, power, and privilege. This includes the development and implementation of training programs for people who are targets of discrimination.

-To assist individuals, groups and organizations in developing sensitivity to and strategies for reducing the negative impact of oppression and privilege. To support the development and implementation of University policies, practices and procedures which eliminate oppression and discrimination.

-To extend HRTP services to all levels of the Cornell community including staff, faculty, students, and alumni.

-To extend HRTP services beyond Cornell as appropriate.

-To offer assistance in mediation, problem-solving and organizational development as they relate to HRTP mission.

-To develop a better understanding of the dynamics of oppression and discrimination through research and analysis and to apply that knowledge through programs.

-To provide assistance with communication, problem-solving and planning with respect to intergroup relations.

-To integrate HRTP more fully into the Cornell community through enhancing the program's educational and consultational roles and developing working relationships with academic departments, administration and student organizations.

-To contact individuals and organizations outside the Cornell community for the purpose of contributing to a human relations network.

-To assess and to report on aspects of the human relations climate at Cornell University.

BOARD OF DIRECTORS

The role of the Board of Directors is to establish program policy and medium and long range priorities and strategies. The Board provides direction and support for staff, and program evaluation, supervision, and support. The Board accomplishes this work through regular meetings as a full Board and through a committee structure which includes the following committees: Program, Evaluation, Research and Academic Affairs, Finance and Development, and Executive.

The Board is composed of between fifteen to twenty-one members, including a minimum of three faculty, three staff, and three student members. Members serve two-year staggered terms. Because it is known that group membership (race, sex, class, etc.) has a significant impact on perceptions, interpersonal dynamics, and decision-making, members are recruited and chosen based on multiple criteria including motivation, expertise, and diversity of representation. Motivation includes a commitment to work toward the mission and goals of the program and to actively participate in Board and committee meetings. Expertise is a high level of knowledge and/or skills in one or more of the following areas: the dynamics of oppression and of social change; the facilitation of change; and administration and organizational development. Diversity of representation includes diversity of perspectives and life experiences as determined by race, gender, class, culture, sexual orientation, religion, physical ability, and role within Cornell and the surrounding community.

Committees, which are chaired by Board members, but include additional members from the community, have the following charges: Program -- provide support and direction to staff and volunteers, oversee HRTP programs, including responsibility for training of trainers; Evaluation -- evaluate program effectiveness, assess impact of program on community; Research and Academic Affairs -- conduct research on issues of oppression and "the evil isms', establish and maintain links to academic units; Finance and Development -- examine and monitor finances, develop additional funding resources; Executive -- establish agendas for regular meeting, act in lieu of full Board when necessary.

STAFF AND FINANCES

During its first five years, HRTP was headed by the Director of Unions and Activities and relied solely on volunteers to provide direction and conduct workshops. By 1984, HRTP had grown to the extent of offering 55 workshops for nearly 2,000 participants in one academic year, and could no longer be handled by an entirely volunteer staff. Beginning in 1984 - 85, Cornell University provided an annual operating budget of approximately $38,000 per year. This supports a Director for ten months, a part-time Administrative Aide, two work study students, volunteer facilitators, along with modest operating expenses.

The Director is responsible for the overall administration of HRTP's programs. This includes developing and gathering training materials adapted to learning needs of diverse groups; coordinating and/or implementing training programs; developing and administering the annual and long-range budgets; consulting on human relations issues; evaluating and documenting HRTP's work; training, supervising, and supporting staff and volunteer facilitators; supporting the Board of Directors; and performing public relations tasks.

The Administrative Aide is responsible for providing administrative and clerical support to the Director, Board, and overall program. This position is approximately 50% administrative and managerial, 30% clerical, 10% financial, and 10% supervisory. Responsibilities include coordinating facilitator recruitment and training programs, serving as secretary to the Board, maintaining program accounts, and providing clerical support to chairs of Board committees.

Because the Director and Administrative Aide have so many diverse responsibilities, two work-study students provide much of the clerical support for the program. They also help with program development and coordination.

BUDGET

The current budget for the Human Relations Training Program is an austerity budget and supports a very limited operation. Nevertheless, it is listed in the columns below, together with a more realistic budget for the current level of staff and programming. In addition, a recommended budget is shown which would support four staff persons and an expanded level of programming. It is important to note that the demand for the expanded programming already exists; the limited budget forces us to turn down requests for programs because we do not have sufficient staff and budget to accept these additional requests.

	Current	Realistic	Recommend
Salaries, wages, benefits	$28,464	$41,700	$90,000
Facilitator training and support	2,475	5,000	7,500
Office, equipment rental	2,655	3,650	10,000
Telephone, postage, shipping	1,320	2,500	5,000
Duplicating, advertising, supplies	1,220	2,500	5,000
Travel, professional development	0	2,500	7,500
Miscellaneous	894	1,500	2,500
TOTAL	$37,028	$59,350	$127,500

PARTICIPANT GROUPS

A variety of university departments and campus groups have participated in human relations training programs since the program began, and most now have a continuing commitment to participate on an annual basis. Those who have conducted workshops for their members are listed in appendix A. They include courses in academic departments, staff of administrative departments, and student organizations.

CURRENT PROGRAMMING

TYPES OF PROGRAMS

Terms: The terms "dominant" and "target" are assigned to a group to indicate its status relative to racism, sexism and other isms. "Dominant" describes the group whose norms, values, rules, and so on are institutionalized and/or socially sanctioned in U.S. culture. Dominant groups include white people, men, able-bodied people, heterosexuals, upper/ upper-middle class people, Christians, and middle to late middle age people. "Target" groups refer to those groups who are systematically mistreated, disenfranchised or in any way denied full rights of participation and access to privileges in U.S. society. Target groups include people of color (Asian, Black, American Indian and Latina/o), women, gay/lesbian/bisexual people, working class and economically poor people, Jewish and other non-Christian people, the young and the elderly, and disabled and physically different people.

Most individuals have identities in both dominant and target groups. As a result, exploring issues of group membership is a very complex matter. Multiple identities reflect diverse experiences and therefore present diverse learning needs with respect to racism, sexism, etc. While learning needs are varied, there are patterns and themes which consistently emerge in specific groups. From these, we have identified general and specific learning needs of diverse groups. These are not to be seen as a recipe for working in groups. The field of human relations training, especially as it concerns isms, is relatively young and the thinking and programs described here represent only a few years of work and a lot of experimentation and discussion.

TRAINING OF TRAINERS

This annual program lays the foundation for all other services offered through HRTP because many of its participants complete the program to become involved as trainers. This group of dedicated students, staff, faculty, and community members provide the extensive support that makes programming possible. Others go on to work on these issues directly within their own organizations and groups at Cornell or in the wider community. In addition to providing initial training in ism areas and facilitation skills, HRTP continues to serve in support and consultation roles with participants as they take on more active leadership in the community.

The first month of TOT focuses on ism issues and the second on facilitation skills. An intensive weekend retreat serves as a transition point between months. The regular training weeks are comprised of 2 sessions: one 3-hour full group session and one 2-hour session in smaller study and support groups. Full group time is spent on learning that involves intergroup interaction with a focus on areas such as dominant and target group conditioning, dominant and target group experiences of power and privilege, and group sharing of cultural values, as well as examination of the similarities and differences of various groups' experiences in each area. Study/ support groups look at intragroup issues and learning needs. (Examples of these groups are women, men, people of color, gay/lesbian/bisexual, working class, etc.) Topics include what negative notions members learned about their own group that they have internalized, what values they learned from their culture that they are proud of; how a given ism affects relations between members of that group (e.g., women with one another, men with men, people of color with one another cross-race, etc.)

Skills/Awareness of Trainers

HRTP seeks to support the following qualities in trainers:

- Developing awareness of one's own attitudes and consequent behaviors regarding differences of race, gender, sexual orientation, physical difference and disability, ethnicity and age, and an ability to identify examples of these at individual, group and institutional levels.
- Developing an understanding of the dynamics of oppression (systematic mistreatment of any group) generally, and of each ism in particular.
- Developing skills in facilitating discussion and making group interventions which recognize oppressive dynamics as they occur and which are conducive to the individual's and group's learning.
- Ability to work respectfully with members of diverse groups and with flexibility toward different learning needs and levels of awareness.
- Commitment to continuing to learn and develop in above areas and to supporting others' learning.

PROGRAMMING WITH GROUPS AND ORGANIZATIONS

Trainings are primarily initiated by an interested group though occasionally HRTP will actively outreach to an organization where problems have been identified, or a group will be mandated to have a training due to behavior which was deemed inappropriate by the university.

It is preferable to work with groups where some degree of investment exists in addressing these issues. These groups prove to be the most receptive to learning and, as a result, can often end the training with positive, concrete notions of how to grow and change as individuals or as a group. When groups do not have an expressed interest in this learning, designs need to be developed which allow for adequate discussion of what is uncomfortable about addressing these issues. A great deal of social conditioning contributes to individual and groups being fearful of discussing race, gender, homophobia and so on. Trainers need to approach "resistant" groups with a commitment to meeting them respectfully and without blame at their level of awareness.

Representatives of the group/ organization are asked to come to a needs assessment session. The interviewer assists the representative in defining the problems, needs and goals of the group, his/her ideas of how to accomplish these goals, and his/her notions of what obstacles to learning and change are likely to emerge in the training. This process is used in part as a way of encouraging members of groups to trust their perceptions and problem-solving abilities including the ability to acknowledge the ways in which they are confused or uncertain about how to proceed. · The history of the group vis a vis the issue, and the composition of the group (by race, gender, role, and others as appropriate) are discussed. Whenever possible, intake interviews are done months in advance to ensure availability and ample preparation of trainers.

Groups are encouraged to schedule trainings for at least three hours and longer whenever possible. While many express concerns about this amount of time, by the end of the training session, most understand the rationale for it. Unless a group has had previous positive experiences in discussing these issues, it usually takes a full hour to develop the basic trust level conducive to discussion. The last hour serves to summarize what they learned. Thus, a three hour training typically allows for one hour of in-depth information-sharing, whether personal or conceptual. HRTP is sometimes asked to offer a training for a 50 minute class or a lunch-time staff meeting. When feasible, these groups are encouraged to do a series of short sessions. If a series is not possible, the session is opened with clear expectations about what can be accomplished in an hour - an opportunity to raise the issues and to share some ways of thinking about it further - with the content adapted to the nature of the group.

Trainer Teams

When working with groups larger than 10-15 individuals, training teams are formed to facilitate and frequently, to design the workshop. This ensures diversity of perspective throughout HRTP's involvement with the group and provides opportunities for trainers to learn from one another's styles, perspectives and feedback following the training.

Training teams are formed based on the issues to be addressed, the nature and history of the group and its composition. More experienced trainers are assigned to groups where a significant level of discomfort is anticipated. All trainings involve a core of trainers who have experience in responding to a range of problems and situations.

Less experienced trainers are first involved as participant-observers or as co-facilitators of small groups. They are often most comfortable and effective when their roles are clearly defined either in the above ways or by being responsible for a specific presentation or introduction to an activity.

Every effort is made to match the group membership of trainers with that of the group requesting the training. This always includes consideration of race, gender and role; as appropriate, it also includes age, class, sexual orientation, ethnicity, and physical ability. There are a number of reasons for this. First, the safety or trust level of the group appears to correspond directly, in part, to whether group members feel represented in the trainer group. Secondly, the ability to respond to the needs of a diverse group is increased when the option exists to break into small, "homogeneous" groups lead by trainers who are members of that group (for example, groups of women, men, white people, people of color, heterosexual, gay/lesbian/bisexual, etc.) Thirdly, the more that the training team is representative of the group, the more able it is to assess the group's needs at any given point and to shift the design accordingly.

As mentioned, role is also a consideration in composing training teams. When working with faculty, students, counselors, police officers, etc., the training and design team are strengthened by including those who have personal understanding of the role.

In preparing trainers, the following are discussed:

1. Goals, expectations and activities;
2. Roles of facilitators including discussion of how to facilitate an activity or discussion;
3. Concerns or fears about facilitating on the issues and/or with the group. The team thinks problems through together and identifies ways of supporting one another as trainers.

When debriefing with trainers, the same issues are covered with the focus on evaluation:

1. How successful was the training re: goals, expectations, specific activities?
2. How did the facilitation team function? strengths & weaknesses.
3. How did trainers work together?
4. Was the group adequately prepared?
5. Suggestions for next steps with the group (if applicable) and for improvement in trainer preparation.

Training Design

In developing designs, attention is first paid to the goals and learning needs of the group. Secondly, the history, group norms regarding self-disclosure and communication, and the time allotted for training are considered as a framework for the actual design process. With those in mind, the time is blocked out to roughly account for the anticipated levels of awareness and/or trust at the beginning and what climate and learning is desired at the end. The time in the middle is then mapped out according to what participants are likely to need in order to systematically proceed through an examination of the issue(s). Finally, learning activities are chosen to correspond to the needs at each stage of the training. When the group's response to a given activity is difficult to predict, alternatives are brainstormed for that time with flexibility in the agenda for shifting directions as needed.

A number of designs are attached to this paper as appendices. These are not intended to be generic designs used with all groups. While similarities often do exist, designs are always adapted for use with the specific group in question.

CONFERENCES

Conferences present opportunities to integrate human relations work more fully into an academic context as well as to effectively reach more widespread constituencies. HRTP held one conference at Cornell in 1985 and a second one is in planning stages for 1986. The first, entitled Racism and Classism in the Women's Movement brought together approximately 200 faculty, staff, student and community members for a series of presentations and workshops. Coordinated by an HRTP student intern with staff and volunteer support, the conference enabled the organization to raise important issues of race, class and gender with a large and diverse group of people from throughout the community.

A second conference, for Gay, Lesbian and Bisexual People of Color is scheduled for mid-April '86. While open to the white and heterosexual communities, its primary goal is to bring together gay, lesbian and bisexual people of color; individuals and groups who have been historically isolated from one another. Participants will come from throughout the Northeast, to address issues of mutual concern, to share ideas and projects and to provide opportunities for networking.

Both of these conferences are made possible by the generous contributions of co-sponsors - student organizations, university departments, boards and programs.

CONSULTATION

Some individuals and groups seek assistance without specifically requesting training. Examples include: A student writing a paper on racism or heterosexism wants help with resources and focus; a student intern teaching a High School course on sexism wants to develop learning activities that incorporate the personal experiences of students; counselors want to examine cultural bias in their practices and ask for guidance about discussing these issues amongst themselves.

As with training sessions, HRTP strives to assist the group with the development of its own inherent resources in dealing with these issues.

LEARNING NEEDS OF PARTICIPANTS

From HRTP's experience, individual and group learning seems to be most comprehensive and empowering when it includes four main components:

1. Personalization of the issue(s) being examined;
2. Understanding of the larger context, the systemic realities of the experience of isms at the personal, cultural and institutional levels;
3. Understanding of the interconnectedness of all forms of oppression/ discrimination including the similarities and differences among isms;
4. Concrete notions of how to apply learning in the above areas to personal lives and to work/ roles as appropriate.

In this section, each of the above learning needs will be described. Included in each is a rationale for its importance in training and specific examples of activities to facilitate this learning.

Personalizing:

Personalizing issues of racism, sexism, etc., involves identifying how they are internalized by us as individuals, and how we have been personally affected by each ism as members of target or dominant groups. This includes identifying the attitudes which we have been conditioned to hold, with or against our better judgement, about our own and other groups, and the feelings, behaviors and world views which accompany these attitudes. Included in our world view are the rationales we have been given for why power and privilege is distributed as it is in the culture at large; the justifications for the high incidence of poverty, crime and visible alcoholism in certain communities, the disproportionate representation of some groups in policy making roles, and so on.

Personalizing is important for a number of reasons. First, individuals prove more willing to take meaningful action in their lives post-training when they have a personal stake in the changes taking place. Members of both dominant and target groups need to experience directly the real consequences of a given ism on their lives. Secondly, personalizing helps members of dominant and target groups recognize their often different tasks in addressing a given ism in the world. For example, white people, as members of the relatively enfranchised group in society, have opportunities to influence white attitudes and decisions in circles where the concerns of people of color are not likely to be voiced or addressed. People of color have other challenges in confronting racism. In addition to working towards meaningful reform and attitude/ behavior change in the dominant culture, they have the task of undoing and healing some of the damaging effects which racism has had on their own communities, whether it be by addressing the psychological effects on self-esteem or helping people to organize in support of their human rights.

Activities:

In "homogeneous" groups, discuss what messages members learned about (1) members of own group and (2) members of the respective dominant/ target group(s); What attitudes have you learned, what feelings do you have associated with the attitudes and how have those affected your behavior throughout your life and/or currently? (Avoidance is considered a behavior.) When considering behavior, explore both behavior towards members of one's own group and members of the respective dominant or target group(s).

What has been hurtful about a given ism for you as a member of this target or dominant group? (Note: This is an important opportunity to dispel the myth that dominant group members are not damaged by the ism which privileges them. While indeed dominant group members reap definite benefits from the existence of a given ism, these people also are greatly harmed by racism, homophobia, etc. For example, white people are damaged by carrying around fear of people of color as well as distorted information about the history of white people in U.S. culture vis a vis people of color (for example, the untold story of the genocide of Native Americans); heterosexual people are made less well by carrying fear of closeness with members of their own gender, including fathers, mothers, children, etc. All dominant group members who carry personal visions of a just world, are violated by having the world so greatly depart from one of justice and from being conditioned into high tolerance levels, even numbness, for less than just treatment. It is, in fact, through uncovering the visions that individuals have become accustomed to denying or ignoring, in combination with identifying the very specific ways that attitudes and behaviors are internalized into one's personal life, that participants in trainings find a foundation upon which to carry their awareness and commitments beyond the training session into the world.)

Additional discussion topics for target and dominant groups include what members especially value about being a member of that group or how a given ism is experienced as a member of that group (e.g. How sexism expresses itself among communities of people of color; similarities and differences with white people's experiences).

Lighter questions serve as good discussion openers while also focussing the group on the issue in a personal way: Who are you especially proud of who is/was a member of this group? What makes you proud of him/her?

Understanding of Larger Context

Connecting individual and group experiences to the systemic levels of the isms is important for a number of reasons:

(1) Just as oppression operates at individual, cultural and institutional levels, change needs to be affected at all levels. This needs to be understood in order to be acted on.

(2) While the systemic nature of racism, sexism, etc. is often more apparent to those who are identified members of targeted groups (women, people of color, etc), it is sometimes less apparent how these negative attitudes are internalized in individuals in ways that serve to contribute to the perpetuation of the mistreatment of the target group. This can be seen when members of a target group begin to believe that indeed they deserve less in the world

or that there are justifiable reasons for the less than fair treatment that they receive in the world. It can also be seen when members of these groups blame one another for damaging conditions, e.g. different races of people of color engaging in horizontal hostility behaviors or women blaming one another for domestic violence. Understanding both the personal and systemic levels helps members of target groups to gain a broader perspective of the ways that each of these levels serves to reinforce the oppressive dynamics of the ism(s) and in turn, fosters a sense of empowerment among its members about interrupting internalized negative messages and destructive behaviors as part of confronting the damaging system.

(3) There is a marked tendency among dominant group members (e.g. white people, men, able-bodied, etc.) to see oppression issues as individual issues, i.e. special, exceptional instances of mistreatment, or as a thing of the past. For these people a learning need is to develop a greater understanding of how unjust treatment - from individual stereotyping and insensitivity to overt and covert policies and practices - is an everyday reality for the targeted group. At the cultural and institutional levels, dominant group members are often surprised to learn that what they have considered to be "normal" is actually one set of institutionalized norms which are different and sometimes even offensive to non-dominant group members. Dominant groups are usually accustomed to seeing members of their own group in power and authority roles from government leaders to police officers. They have often not imagined what it would be like to be disproportionately underrepresented or poorly represented in power and leadership roles in the dominant culture. Activities designed to increase sensitivity of participants to these issues and others become the task of the training.

Activities:

Mini-lectures on levels of oppression/ discrimination; individual, cultural, institutional levels of isms; and cycles of oppressive conditioning.

Discussions of above including examples, personal experiences and reactions in each area.

Activities such as guided imagery (see appendix) to develop an experiential understanding of power dynamics affecting individuals as members of groups.

Group brainstorming of values associated with one's culture(s). Discussions of similarities and differences with emphasis on (1) which values are socially sanctioned by the dominant culture and (2) what impact that has on dominant and target group members.

As appropriate, to connect discussions to economic realities in U.S. culture. Many forms of oppression have roots in the class system and training which provides people with opportunities to work in depth will eventually need to examine the relevance of class. For example, people of color who are raised with significant economic privilege (often in predominantly white neighborhoods) have different experiences than the majority of people of color who are raised with less economic and/or educational privilege. Likewise, working class women often have different versions of issues to share and explore than upper/middle class women. These discussions take place most fully if "homogeneous" groups are given time to discuss issues specific to their group separately, coming together later to share similarities and differences if so desired.

Dominant group members often feel uncomfortable breaking into separate groups for discussions. Feelings expressed range from thinking that separating is counterproductive to improving human relations to feeling punished by being asked to meet with one's dominant group (men, white people, etc.) These are excellent opportunities to talk about different learning needs, what members have to learn from one another within groups as well as across groups (e.g. white people actually know a lot about racism while perhaps little about people of color that is accurate), and to spend time allowing members to talk about guilt and other feelings their dominant status engenders. It is not helpful for trainers to be surprised by this reaction on the part of dominant groups. Rather, if trainers' experiences match those of HRTP, it is more likely than not that dominant groups will have these feelings. The more productive response is to prepare facilitators to respectfully and supportively challenge the assumptions and reactions surfacing within the group and ask the group to think about what those reactions have to do with dominant group conditioning and racism, sexism, etc.

Understanding the Inter-Connectedness

Grasping the concept of a systemic level to oppression allows participants to begin to recognize comparable dynamics between different isms and the manner in which one ism reinforces the existence of another. A participant's developing self-awareness of any particular ism is more limited if that ism is treated in isolation. For instance, the latino notion of what being a man is supposed to be is convoluted with white culture's notion. So the way latina women get hurt is both a result of sexism and racism. This is why latinos often feel paralyzed or confused around sexism in their communities. The desire is to maintain racial unity; but this is at the cost of other needs and rights as women. Interconnections become especially clear when examining the experience of having multiple target identities.

As long as the different isms are not challenged simultaneously, any group or groups are at risk of being mistreated, whether it be through individual cases of harassment or systematic scapegoating of a group. When participants understand interconnections, they become better able to transfer learning from one ism area to another. This ability to generalize learning increases the possibility for enhanced sensitivity to all groups.

Further examples of shared dynamics across isms include:

1. Internalized oppression - Dynamics whereby target groups internalize (believe) negative notions about one's own group. This creates the possibility that target groups will reinforce negative conditioning, breeding low self esteem and feelings of powerlessness within the group. Individuals are less likely to challenge hurtful norms or individual instances of mistreatment.

2. Socially perpetuated misinformation to justify why a given group has unequal status (economically, socially, etc.) For example "women are more emotional," therefore, cannot be trusted to make objective decisions; "Black people are lazy", if they only tried harder they wouldn't live in poverty. Justifications keep members of dominant groups distant from the realities of discrimination. This dynamic is basically the same as "blaming the victim."

3. Competition among targeted groups. The maintenance of a dominant culture also relies on targeted groups to blame, fear and compete with one another. This dynamic relies on the belief that there are not enough resources (job, food, housing, money, etc.) to go around, so that target groups must fight for very limited resources. This myth hides how much of the total resources are held by a very few people, who are predominantly not members of the competing target groups.

While it is important to see patterns across racism, anti-semitism, classism and others, it is also important to see the differences in each as expressed in different contexts. For example, there are different elements to explore in sexism in the white community than in communities of color. Because men of color have a history of being mistreated by race, support from women of color has been especially important and a unified stance across gender has been necessary for the survival of the race. Because white men have not historically been subject to this treatment as a group, and because white women are more likely to benefit from white privilege, different risks are present in confronting sexism within (at least some) white communities where a unified stance as whites has not been as necessary. The context shifts again for white working class and white Jewish communities. In summation, multiple oppressions and multiple group identities are important to consider as groups examine these issues.

Activities:

Especially useful are group separate discussions focusing on participants' common and different experiences as members of a given group. Examples of guideline questions for these groups are included in the sample agendas in the appendix. It is often productive to have people meet in many different configurations over the training day. (For example, a Latin able/bodied, heterosexual, raised working class male can spend time in any number of these sub-groups throughout the day. This format is not intended to foster divisiveness within the individual about his/her many identities, but rather, to allow for in-depth exploration of the diversity within one's perspective as well as the ways that these identities affect one another within the whole person. This format allows group members to examine the issue(s) from a number of different perspectives, sharing information back with the larger group. The large group then can draw from the information shared to see patterns of similarities and differences in the impact of a given ism across specific groups and across dominant and target groups in general.

APPLICATION OF LEARNING

Learning becomes most meaningful when participants leave the training with a concrete sense of what they can do in their lives to address the issues raised. This includes looking at how they can support one another as they challenge their own assumptions and behaviors as well as take the risks to challenge the attitudes, behaviors, policies and practices in the world.

Activities:

In pairs, small groups and/or full group discussions, ask participants to think about what they can do. Participants should be very specific, choosing actions that are realistic steps for them.

Ask participants to say how others, in the training group or elsewhere in their lives, can support them. As appropriate, encourage participants to think of support systems that do not perpetuate the dynamics of a given ism. For example, white people who make new commitments to working against racism in themselves and in the world, sometimes look to people of color for their major support. This often continues to exploit people of color. It is important for white people to seek out the support of other white people, fully recognizing that white people have much to gain from the elimination of racism. This does not mean that white people are encouraged to avoid people of color. The main concern is what our real intentions are as we seek out relationships across groups (Is this cosmetic? Wishing to be freed from guilt? Wanting approval? Sincere? etc.)

It is helpful to spend time talking about what obstacles participants anticipate when making these changes, whether internal or external. Whenever possible, problem-solving groups or dyads, can be used to generate ways of responding to risky or discouraging situations. This kind of group serves an additional function. It gives participants real practice with utilizing one another as allies, supporters, consultants; something which is more likely to be practiced later if participants have some actual experience with it before leaving the training.

It is our hope that the ideas shared in this paper will be utilized, challenged and expanded on as increasing numbers of people join the efforts to address unjust treatment in the world and to create more effective responses to age-old human difficulties in dealing with power and differences.

PROGRAM IMPACT

There is considerable evidence that the program is having a very positive impact on both the attitudes and the behaviors on the participating organizations and individuals.

- Minority persons within the University community have reported that the coverage of minority news and events by the Cornell Daily Sun has improved considerably since we began doing Human Relations Training with their staff on an annual basis several years ago.
- Minority persons within the University Community have reported that Public Safety Officers have become more sensitive and less prejudiced in their dealings with

people of color than was true before we began doing Human Relations Training with the department several years ago.

The Black Greek Council and the White Interfraternity and Panhellenic Councils had virtually no communication before we started doing Human Relations Training Programs with them. Now they meet together on a regular basis and have established several joint projects. Of greater significance, after the first year of HRTP, the white councils began including minority greek leaders in their honorary society, entirely at their own initiative.

CONCLUSION

The Human Relations Training Program at Cornell represents an effort on part of the concerned members of a University Community to engage other members of the community in conversations regarding human differences as they constitute barriers to truly honest and meaningful personal interaction as well as a basis for personal violence. The concept is simple, relatively inexpensive, and appears to be having a significant positive impact on the interactions which occur within the community. Much more needs to be done, but the preliminary indications are that this concept is a viable one for ameliorating human interaction problems which emanate from human differences.

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LIST OF CAMPUS ORGANIZATIONS WHICH HAVE CONDUCTED HRTP WORKSHOPS

Africana Studies and Research Center Course

Asian American Coalition

City of Ithaca Police Department

Coalition for Divestment

College Student Personnel Association of New York

College Union Policy and Program Boards

Cornell Daily Sun (student newspaper)

Cornell United Religious Work Conference on Feminism and Religious Experience

Department of Dining Supervisors

Empathy Assistance and Referral Service (Peer Counselors)

Office of Financial Aid

Individual Fraternities and Sororities

Gay People At Cornell

Classes in the College of Human Ecology

College of Human Ecology Minority Student Association
Interfraternity/Panhellenic/Black Greek Councils

Ithaca College Counseling Center

Classes in the College of Industrial and Labor Relations

Office of Minority Educational Affairs Per Counselors

Mortar Board Honorary Society

National Conference of Changing Men

Order of Omega Honorary Society

Student Orientation Counselors

Protestant Co-operative Ministry

Department of Public Safety (Campus Police)

Department of Residence Life units

HRTP

Human Relations Training Program
Department of Unions and Activities
Cornell University

535 Willard Straight Hall
Ithaca, New York 14853
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SAMPLE AGENDA with descriptions of activities

RESIDENCE HALL DIRECTORS AND ASSISTANT DIRECTORS
INDIVIDUAL ISMS AND INTERCONNECTIONS - RELEVANCE TO ROLE
Full day training

AGENDA

45 minutes — Introductions

Why we are here. What we hope to accomplish.

Look at Differences. Mini-lecture/ discussion

- Differences are not negative; rather fears, assumptions about differences. Also when used to justify mistreatment. Usually people have lots of feelings about talking about differences.
- Different kinds of differences - some visible, some not. Examples.
- Why strive to deal with these issues - advantages, wishes.
- Hopes for the workshop

Agreements for working together. (Raise issue of sharing across supervision lines)

- "I" statements, feedback guidelines, use of information, other (generate from group)

Review agenda. Talk about realistic expectations for the day; working on these issues is an ongoin process.

45 minutes — Full group - Brainstorm list of different groups.

- Why. Get a sense of differences in large group based on group membership.
- Read list. Hands up if willing to be identified as member of group.
  Notice - feelings and thoughts as raise/ not raise/ others raise hands.

1 hour 15 minutes — Small support groups

-continued-

Support groups

- Why. For safety, shared experience. What like to be in this group. What value about being a member of this group. Brief, as a check in.
- Groups:
  people of color
  working class and/or raised economically poor
  gay/ lesbian/ bisexual
  women
  supervisees
  Jewish people
  disabled, differently abled
- What makes it difficult to trust other group(s). Put on newsprint to share with large group.
- What messages about my group have I bought into that are hurtful. Discussion.

15 minutes Large group - Sharing/ discussion

- Hang up newsprint. Walk around to read others' writing
- Brief. What was this like to do. Which group did your group find most difficult to trust. Why.

  What relationship does your group have to that group.

  What things do you want to talk about cross-group. Put on newsprint as named.

  Thoughts for over lunch: Note similarities and differences across lists. Other:

1 hour LUNCH

30 minutes Large group.

- Brief check in.
- Speak out: "As an x, I hate it when y"s ________"
- Comments about (1) the value of listening (way of getting information about oneself and others, etc.), (2) guilt and blame, (3) intention and impact.

45 minutes Support groups

- Why.
- Groups:

  White
  upper/ upper middle class
  heterosexual
  Christian
  supervisors
  men
  ablebodied

HRTP

Human Relations Training Program
Department of Unions and Activities
Cornell University

535 Willard Straight Hall
Ithaca, New York 14853
(607) 256-8626

SAMPLE AGENDA and Descriptions of Activities

STUDENT PEER COUNSELORS
SEXISM AND COUNSELING
4 hours

AGENDA

15 minutes	Introduction	to sexism to trainers of participants
45 minutes	Two groups	Gender separate
	What messages did you learn about being a woman or a man Which ones did you internalize. How affect your attitudes, feelings about self and others; your behavior towards members of own group and other group. What positive, what hurtful. What want to share with other group.	
30 minutes	Report out in large group and discuss	
10 minutes	Break	
45 minutes	Mini-lecture with discussion Dynamics of Sexism - How operate in the Counseling Relationship Mini-lecture and Demonstrations Specific examples of sexism in the counselor, the client, the counselor and/or client's world, the counseling relationship Discussion and role plays Small Group Analysis of role plays Large group report out and discussion	
45 minutes	Large group Brainstorming of Interventions and Discussion	
15 minutes	Large group closure - what learned, what next steps	

3 trainers - 25 participants

Support groups, cont.

- Check in. How does it feel to be in this group after the last one.
- What has it been like for you to grow up ________ in a ____________ world. (e.g. white, racist)
- What thoughts, feelings do you have after reading the morning lists
- Discussion. What notions about the other group have you bought into. How affect you (feelings and behaviors) as a person.

  What is the price paid for having them (internally, in relationships, etc.
  What interferes with letting go of them (fear, benefits, etc.)

  How support one another in working on this.

  Pay attention to the guilt/ blame, intention/ impact issues as needed.

1hour Team meetings (Residence Life people who work together routinely)

- Check in. Thoughts, feelings so far.
- What need in order to trust one another more
- How can we continue to talk about a these issues
- What interventions do you **want** to be able to count on

30 minutes Large group

- Any comments, thoughts about doing this work. Any learning want to share.
- What groups, if any, would you like to meet with again.
- Other next steps, closing remarks.

40 Residence Life participants
7 Trainers

SAMPLE AGENDA

HUMAN RELATIONS TRAINING PROGRAM

Dept. of Unions & Activities
Cornell University
535 Willard Straight - 256-8626

Human Ecology/ MSA In Service Workshop September 21, 1985
9:00AM - 1:00PM

AGENDA

15min	Introduction - Ground Rules, etc.
20min	Basic Listening Skills/counseling skills
15min	System of oppression/ interventions
30min	Racially separate groups
10min	Large group sharing
10min	Break
30min	Gender differences/ sexually separate groups
10min	Large group sharing
20min	Homophobia - pressures of gays and lesbians of color. Counseling needs and referrals.
60min	Large group - brainstorm a list of problems, conflicts, issues that arise for students of color.
10min	Closure

Facilitators: George Ayala, Jenifer Ong, Kirby Edmonds

GUIDED FANTASY -BEING MALE IN A DOMINANT CULTURE OF WOMEN

[Begin with a body relaxation ... focus a few sentences on the experience of a body of a man ... facial hair, neck, shoulders, chest, etc ... focus on breathing]

I'm going to ask you to imagine a world that's very different from the one you're currently living in. Because it's different, it requires you to stretch your experience. Let yourself experience and imagine as fully as you can. Rather than judging yourself for what comes up, just notice and record in your mind without editing. If you feel pressure to edit simply notice that you have that feeling. If you become distracted or get blank at any point, just notice that and return to the process. The more you can just be with your experience the more you will get for yourself.

Imagine as a man that you live in a society which is run by women. Men are not in positions of power. All major policy making in the government is done by women ... Most of the wealth of society is owned by women ... The President of the United States is a woman as is the President of Cornell University and most of its faculty. All major companies are run by women and most real estate is owned by them.

Imagine that you have always heard people use the term "womankind", referring, of course, to both women and men. Everything you have ever read uses female pronouns - she, her - meaning both girls and boys, both women and men. Imagine being taught that the Supreme Being is a woman .... imagine praying to the Almighty Mother. What does this mean to you?

Imagine that practically ever athletic contest is for women. Major league baseball, the NFL, the NBA ... all the team players are women. The WC welter weight champion of the world is a woman. Watching the fights and Monday football is a favorite pasttime for women. Men are occassionally involved in some minor sports, but there is really little interest in their achievements because the sports men are involved in are unimportant. Men are usually seen on sidelines or at halftime in cute and very revealing cheerleading outfits. How does this make you feel?

As a male member of the family you have been encouraged all your life to stay at home to raise the children and do the housework. Women see this as natural for men. Your parents had hoped for another female child because women are stronger, independent, assertive and self-sufficient. But you are still loved as their male child - your mother goes on about how you are such a pretty little boy and how lucky the woman will be who gets such a pretty husband. You learn to help your father to cook and serve dinner for your mother and sisters - who are too busy to help around the house between work and little league sports and all their other outside activities.

Women of course are the more active and stronger sex because of biology. By design, female genitals are compact and internal, protected by her body. Male genitals are so exposed that he must be protected by her body. Male genitals are so exposed that he must be protected from outside attack. His vulnerability clearly requires sheltering. Thus, by nature, males are more passive than females and have a desire in sexual relations to be symbolically engulfed by the protective body of the woman. How does this make you feel, having one of these exposed, unprotected male bodies?

In high school you, who have grown into an attractive, but not what one would call beautiful, boy are asked out on your first date by ---------------

GUIDED FANTASY - BEING HETEROSEXUAL IN A GAY SOCIETY

This is a short fantasy to help you focus on what it feels like to be a lesbian or gay man in our society. It assumes that you, the listener, is heterosexual, which is not a good assumption to make. If you happen to be gay, still concentrate on the feelings it touches in you.

I would like you to concentrate on my voice and how you feel ... not what you think ... don't rationalize or analyze or intellectualize ... simply feel ... ask yourself what are the emotions affecting you ...

Find a comfortable position and close your eyes ... let your body relax ... listen to your breathing: in ... out ... in ... out ... relax all the muscles in your body

I'm going to ask you to imagine a world that's very different from the one you're currently living in. Because it's different, it requires you to stretch your experience. Let yourself experience and imagine as fully as you can. Rather than judging yourself for what comes up, just notice and record in your mind without editing. If you feel pressure to edit simply notice that you have that feeling. If you become distracted or get blank at any point, just notice that and return to the process. The more you can just be with your experience the more you will get for yourself.

Imagine for a while that you live in a society in which the majority of the poepl are lesbian or gay. The entire society is set up for homosexuality -- it's the way things are. By the way, having children is no problem -- adoption, artificial insemination and other methods are used. Children are raised by parents who are both of the same sex. You parents are of the same sex, your peers are all gay ... everyone you've ever met is gay ... but you're heterosexual.

How do you feel having your sexual orientation in the minority?

How does it feel .... having to make a decision about admitting your heterosexuality to yourself? ... to others?

What's the difference between flaunting your heterosexualityy and asserting your identity?

How does it feel ... to hear "straight" jokes from your family and friends?

How does it feel ... to have religious authorities -- perhaps your own pastor or rabbi -- saying that your feelings are wicked or sinful?

How does it feel ... when you can't understand why you have certain desires, desires that involve fantasies about the other sex ... that no one around you seems to share?

How does it feel ... when you turn on a TV or open a magazine and all the ads are for people unlike you. Always those ads about what toothpaste men should use to attract the best men, about that perfect wine for two women in love ... never anything for people of different sexes who are attracted to each other ... for heterosexuals ...

How does it feel to think you are the only one attracted to the other sex -- no one else in the world is like you?
Who do you talk to about it? Who can you risk telling your secret?

How does it feel if you are a woman ... to be asked each time you call home -- "when are you bringing your girlfriend home to see us?"

... if you are a man - "Where's your boyfriend? Why I must have dated dozens of boys when I was your age"

how does it feel ... when not only ;do you have to hide the fact that you may want a sexual relationship with a member of the other sex, but you have to pretend that you want one with a member of the same sex ...

how does it feel to know that you can never raise children because society tells you that you are harmful to them, and awards them only to lesbian or gay couples?

How does it feel to know you might lose your job, or your apartment just because someone suspects you're heterosexual ... and to have no protection from the laws?

To be assaulted by a hetero-basher, but not be able to go to the police about it ...

To be always, always aware ... of what you say ... of how you act ... aware of things you have to do in order to be considered homosexual ... aware of the things you would never dare do, because you might be suspected of being heterosexual ...

What does it feel like to be asked and have to answer questions like these:

> What do you think caused your heterosexuality?
>
> When and how did you first decide you were a heterosexual?
>
> Is it possible that your heterosexuality is just a phase you may grow out of?
>
> Isn't it possible that all you need is a good Gay lover?
>
> If you've never slept with a person of the same sex, how do you know you wouldn't prefer that?
>
> Your heterosexuality doesn't offend me as long as you don't try to force it on me. Why do you people feel compelled to seduce others into your sexual orientation?
>
> If you choose to nurture children, would you want them to be heterosexual, knowing the problems they would face?
>
> The great majority of child molesters are heterosexuals. Do you really consider it safe to expose your children to heterosexual teachers?
>
> Why do you insist on being so obvious, and making a public spectacle of your heterosexuality? Can't you just be what you are and keep it quiet?
>
> Why do heterosexuals place so much emphasis on sex?
>
> There seem to be very few happy heterosexuals. Techniques have been developed with which you might be able to change if you really want to. Have you considered trying aversion therapy?

GUIDED FANTASY - BEING WHITE IN A DOMINANT CULTURE OF COLOR

[Begin with a body relaxation...focus a few sentences on the experience of a body of a white person - hair, features, skin... and something about breathing.]

I'm going to ask you to imagine a world that's very different from the one you're currently living in. Because it's different, it requires you to stretch your experience. Let yourself experience and imagine as fully as you can. Rather than judging yourself for what comes up, just notice and record in your mind without editing. If you feel pressure to edit simply notice that you have that feeling. If you become distracted or get blank at any point, just notice that and return to the process. The more you can just be with your experience the more you will get for yourself.

Imagine that as a white person you live in a society which is predominantly people of color - Black, Hispanic, Asian. White people are not in positions of power in this culture. All major policy making in the government is done by people of color ... Most of the wealth of society is owned by people of color. ... Most of the faces on TV are people of color. Occasionally, there are exceptions - you sometimes see a white newscaster and often see whites engaging in violent activities on TV. While many white people play on professional athletic teams, the owners and coaches are mainly people of color. There are no whites editing the news on major stations. You infrequently hear about news in the white community. In your neighborhood, which is predominantly white, most real estate is owned by people of color ... and most of your teachers in school are not white.

As you look about your neighborhood, what do you see? ... In school you learn about the history of people of color. There is mention in an occasional chapter of whites and you learn about a couple of white people who are famous. You learn that America was discovered by people of color even though whites were already living here. You learn that equal opportunity exists in America for all people, but you see that most of America is owned by people of color. What does this mean to you? ... How are you affected?

As a member of a white family, look around at your family members ... What do you love about your family? ... What do you value about your white culture? ... How do you feel about the way that your people and culture is viewed by the dominant culture of color? ... What messages do you get about who you are as a white person? ... What messages do you get about individuals in the dominant culture of color? ... How does this affect your aspirations? ...

If you are a student, imagine arriving at your new school to find that there are very few white students compared to a sea of faces of people of color. Your dorm is mostly people of color, as is your roommate ... Almost all of your teachers are of color. How does this feel? ... You find that most students of color assume that you have not worked or not achieved to be a student but are there rather because of Affirmative Action programs. The Financial Aid office assumes that you won't handle your finances because you have a scholarship.

If you are not a student, imagine being offered a position to work in Ithaca. As with students, you find that most people assume you have been offered your position to fill Affirmative Action quotas. They assume that you did not earn your position or have the talents to merit it. Imagine making the move to Ithaca, a community predominantly of people of color. You notice that very few whites live in the upper class and upper mid class neighborhoods. Most whites live in two neighborhoods which are referred to by people of color as the "not so great parts of town" -- How do you feel about your opportunities as a white person for setting up a satisfying life here. How do you feel about your choice to live in Ithaca?

Your family comes to Ithaca for a visit. Because many of them speak a European tongue as their first language, many people of color assume that they are stupid. The things that you are proud of about your parents' culture are not valued by the dominant culture at Cornell or in Ithaca. How do you feel about your family's visit? .... How do you feel about your choice to be in Ithaca? ...

At Cornell and in the Ithaca community, you notice that when you sit with other white people some people of color think that you are alienating them. Others, you discover, learned to fear whites when they were growing up. They think that whenever whites hang out together there might be trouble. How does this make you feel? ... What do you want people of color to know about you? ...

You find that people of color don't realize usually that they have a culture that creates the norms in society. They usually have been raised to think that what they do is normal. ... What do you want them to understand? ... What pressures do you feel as a white person to fit in? ...

You want to join a club or social organization. You decide to join that is predominantly white. Why do you make this choice when social organizations of color are open to whites? ...

Some people of color organize workshops designed to improve relationships between people of color and whites?

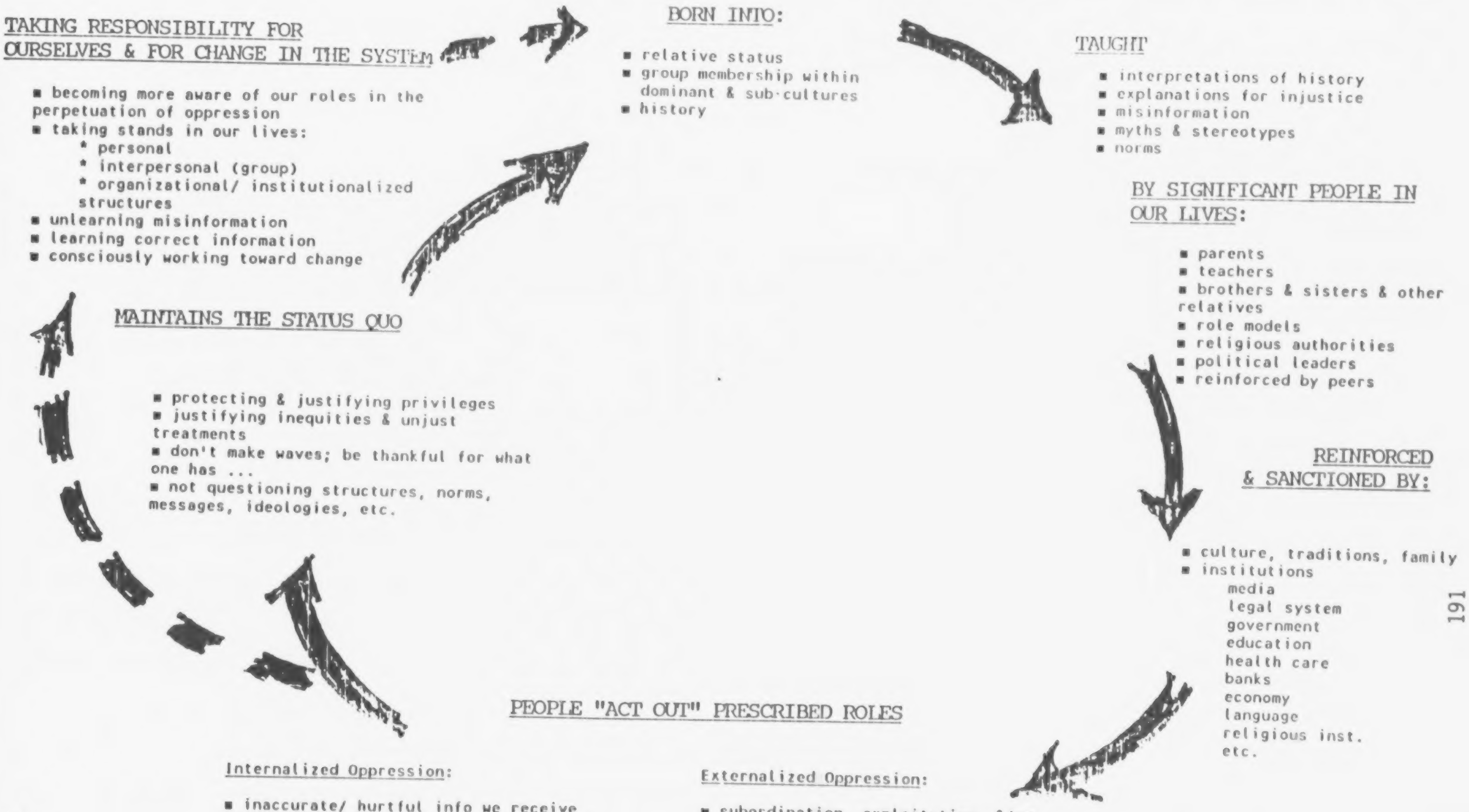
What do you need to happen in order to participate in them?
What do you need to happen or to know in order to trust them as individuals and as a group of people of color?

What do you need to happen in order to work with them? ... What do you need to happen in order to trust them as individuals and as a group of people of color? ...

Come back to breathing ..... the room .... consciousness...

2/12/85

CYCLE OF OPPRESSION



BORN INTO:

- relative status
- group membership within dominant & sub-cultures
- history

TAUGHT

- interpretations of history
- explanations for injustice
- misinformation
- myths & stereotypes
- norms

BY SIGNIFICANT PEOPLE IN OUR LIVES:

- parents
- teachers
- brothers & sisters & other relatives
- role models
- religious authorities
- political leaders
- reinforced by peers

REINFORCED & SANCTIONED BY:

- culture, traditions, family
- institutions
  - media
  - legal system
  - government
  - education
  - health care
  - banks
  - economy
  - language
  - religious inst.
  - etc.

PEOPLE "ACT OUT" PRESCRIBED ROLES

Internalized Oppression:

- inaccurate/ hurtful info we receive from others about ourselves (our groups), which we take responsibility for (internalize); (e.g., we assume it to be true against our better judgement) - this affects our attitudes & feelings about ourselves and other groups, as well as our behaviors*

Externalized Oppression:

- subordination, exploitation, &/or mistreatment of a person by an attitude, action or institutional structure because of her/his membership in a 'target' group (women, blacks, asians, latinos/as, native people, lesbians, gay men, bisexuals, children, working class & poor, differently abled, etc.)

MAINTAINS THE STATUS QUO

- protecting & justifying privileges
- justifying inequities & unjust treatments
- don't make waves; be thankful for what one has ...
- not questioning structures, norms, messages, ideologies, etc.

TAKING RESPONSIBILITY FOR OURSELVES & FOR CHANGE IN THE SYSTEM

- becoming more aware of our roles in the perpetuation of oppression
- taking stands in our lives:
  - * personal
  - * interpersonal (group)
  - * organizational/ institutionalized structures
- unlearning misinformation
- learning correct information
- consciously working toward change

* examples include: dominant/ submissive behaviors, violence, acting as if norms were "normal", collusion with the oppressive system, intragroup hostility, etc.

SAMPLE HANDOUT

Loomis:

Q: Sometimes it is disheartening to think that we cannot basically change the level of violence without institutional change. Yet you are saying that you see real change in your institution by means of your Human Relations Training Program. Is it really making a difference?

A: When I was at Hamilton College, a visiting faculty member spoke one evening and described an overwhelmingly dismal prospect for our society. He said we have moved irretrievably toward two separate societies, one Black and poor, the other White and affluent, and that violent confrontation between these two societies is unavoidable. It took me a while to move from that gloomy sense on a global basis to accept the fact that all one can do is work at a very local level with a small number of friends and acquaintances. But I do believe that working quietly and patiently to improve an institution in terms of its human relations, you can make a difference, and I believe that at Cornell we have.

Comment: I can report that there has been meaningful change at Farmingdale as well. Eighteen years ago when I went there, there were six Black students, all Nigerians sent by their government to study agriculture. Last weekend our Black student organizations held a talent show in our gymnasium. The gym was full and the spirit was one of openness. There is now a sense of belonging on the part of Black students and it is good to see it.

Q: Have academic departments as departments requested the assistance of the Human Relations Training Program?

A: We have made the least progress in the faculty area, though the trustee committee studying the issue considered this area to be the most important. No academic department has formally asked us in. Significant numbers of individual faculty members work with us. We have support from a number of deans and department heads. With these supportive resources we are hopeful that departments will invite us in, but we cannot force the issue. That would be starting off on the wrong foot.

Q: Your program was initiated in an atmosphere of crisis in the 1960's. How does one initiate such a program on a campus that is smaller or has not experienced such a crisis? I am sure that most campuses have the same underlying problems, but they are below the surface and have not reached the boiling point.

Comment: I would like to report that it can happen. At Oneonta a group of faculty and staff organized human relations sessions, not in response to crisis but because we thought it was needed in general terms. Students were invited, of course, and it was the students that picked it up and carried it. There has been a continuing level of faculty and staff support, but the students have organized the program, planned the training weekends, and kept it going.

A: There may not be dramatic incidents like Cornell in the 1960's, but if you probe a little you will undoubtedly find cases of victimization by virtue of race, gender, or sexual orientation. If handled with sensitivity, some of the victims may be willing to talk about their campus experiences in small groups in dormitories or other informal settings. Just these disclosures should be sufficient to convince people that there are problems that need to be dealt with in a more sustained way.

Comment: At Delhi we have been trying to offer workshops on several human relations topics and it is clear that the issue that is the most charged is the gay and lesbian issue. The topic finds expression in the graffiti in the bathrooms, but people are afraid to discuss their feelings openly and that makes it difficult.

Comment: One of the ways to convince your administration that you have a problem that needs to be confronted openly is to document the graffiti. Assemble the graffiti that is on your walls right now and you will find that a good percentage of it is racist, sexist, and homophobic. Pull together the jokes that are circulating on campus. They too are racist, sexist, and homophobic. There will be a reluctance to deal directly with the people who articulate these things, but the shock of what people see and hear may help stir interest in developing an organized human relations program.

Comment: At our campus we had difficulty finding people who would talk openly about their own homosexuality, so we have used films and video; there are several good things available. We have also invited people in from the outside.

Comment: Check with some larger campuses; they may have people willing to come in and talk in a personal way about sexual orientation. Or contact us at Cornell; we could probably help.

CARING ENOUGH TO RESPOND: A REPORT FROM THE AMERICAN COLLEGE PERSONNEL ASSOCIATION COMMISSION I TASK FORCE ON VICTIMIZATION AND VIOLENCE ON CAMPUS

by Mary L. Roark
State University of New York
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Caring Enough to Respond: A Report from the American College Personnel Association Commission I Task Force on Victimization and Violence on Campus

by

Mary L. Roark

On campuses across the nation, happenings in a variety of relationships are leaving people victimized by abuse, assault, harassment, rape, and other behaviors inappropriate for a civilized society and counterproductive for a learning environment.

Among the obvious types of violence found on college campuses are rape with its varieties of perpetrators--strangers, acquaintances, dating partners, and gangs; sexual harassment; relationship abuse; hazing; and physical attacks against persons. Also of concern are other situations which can create victims, such as racism, sexism, classism, handicap bias, homophobia, academic harassment, and pornography, all of which, like violence, can have damaging effects on individuals and on the learning environment. Academic institutions themselves may play a part in the creation of victims by commission, through their policies and actions, and by omission, through what they refuse or neglect to address.

Victimization, an outcome of physical, sexual and psychological violence, is the antithesis of student development. The loss of self-confidence, the distraction from other important tasks, the erosion of self-esteem, the hurt, the irrational guilt, the fear of repetition of the violence and of retribution if it is reported, and the diminished sense of personal control are some of the ways in which student development is negatively affected by acts of violence. The costs of victimization and violence to an institution are also high, including loss of student potential, destruction of the learning environment, loss of positive image, and direct loss of students through withdrawal.

Commission I of the American College Personnel Association (ACPA) has established a task force to address the concerns of its members about actions on college campuses which victimize students. The Task Force on Victimization and Violence on Campus came into existence at the ACPA national convention in April, 1985, when a group of student affairs professionals and faculty recognized that the violence prevalent in society at large was increasingly a problem on college campuses as well. The task force has numbered between five and ten active members at a given time.

The long range goal of the Task Force on Victimization and Violence on Campus is to develop effective institutional models to respond both to the situations that create victims and to the needs of the victims themselves. The charge given to the task force for its first year was: 1) to define the problem of victimization and violence on campus, 2) to identify current information, resources, and management responses, and 3) to begin development of a survey instrument which would further assess the extent of the problem and intervention strategies.

These activities have been addressed through the efforts of task force members in the past year. The definition of the problem and a perspective on interventions were published in an article entitled, "Task Force on Victimization and Violence on Campus," in the November 1985 _ACPA Developments_, the newsletter of the American College Personnel Association. Task force members have collected and shared information on articles, statements, and policies relating to violence on campuses; the group has also circulated position papers and draft copies of material being authored by its members. Extensive correspondence and telephone contacts have been made with other professionals working in the area of personal violence. An instrument is currently in the process of being designed to be used in a national survey about victimization on the college level, and as the task force moves into the second year of existence, it will be seeking funding to implement this research study. The task force will co-sponsor, along with Towson State

University and NASPA, a national conference on "Student Violence on College Campuses" in January, 1987.

From the work of the task force to date, it seems that the various forms of campus violence share a similar set of underlying factors. While the research evidence is not sufficiently concrete to call these factors "causes" of violence, they show common attitudes which underlie much violence; consideration of these attitudes factors gives direction to future prevention efforts. Among the linkages common to the different types of violence are:

1) Societal legitimization of violence. Our American culture includes many pro-violent values and behaviors, as evidenced in our history, our movies, our fascination with guns, and until recently, our hands-off stance toward domestic abuse. Relationship violence has not been viewed as criminal in our society; typically, the closer the relationship, the more violence one can get away with.

2) Entanglement of sexuality and violence. There is much confusion and many double messages about sex and sexuality. When sex and violence are mixed, the result is usually the creation of a victim. Rape and pornography are two examples of this mixture. The term "sexual violence" could better be rephrased as "the violent use of sex" to make the distinction that sex is meant for pleasure, enhancement, and reproduction and is misused when others are exploited or abused by it.

3) Sex_role_socialization_processes. Rigid sex role stereotypes whereby males are socialized to be aggressive and females to be submissive are part of the underlying factors in the violence seen on campuses. Ignoring the rights of others and ignoring one's own rights are equally dangerous.

4) Hierarchical_patterns_of_dominance. The inappropriate use of personal, physical, or institutionally-based power appears to be part of many commands and demands which lead to victimization. Most forms of harassment are based on incorrectly used power. Our child-rearing patterns may need to be examined in this light.

5) Abusive_use_of_alcohol. While it may not be accurate to assert that alcohol causes violence, many of the acts about which we are concerned take place while persons are under the influence of alcohol.

6) Personality_characteristics_of_both_abusers_and_victims. There seems to be some similarity between those who victimize and those who are victimized. Among these characteristics are low self-esteem; poor communication skills, particularly in expressing feelings; rigid sex role orientations; and abusive backgrounds.

7) Vulnerability_of_traditional-age_college_students. In a new setting with a variety of environmental stressors, away from direct parental supervision and old support systems, at an age when sexual impulses are making insistent demands, under peer pressure, with identity not yet firm, and competence not yet established, college students typically create a "population at risk" for victimization.

8) Inequality and prejudice. Not holding others of equal worthwhileness as oneself is at the root of all forms of violence and victimization. Negative discriminatory attitudes and behaviors grow out of viewpoints of one group or person toward other groups or persons.

The first step in eliminating violence from college campuses is to foster a climate for an open discussion of the topic, and the task force sees one of its roles as that of encouraging groups to examine issues of abuse in their own specific environments. Both institutional and individual awareness about violence on campus is necessary.

Educational efforts aimed at prevention include victim prevention by personal skills training and situational prevention by eradicating precipitating attitudes and circumstances. Among useful topics for personal skills training, typically conducted in workshop settings, are assertiveness training, values development, self-esteem building, sexual decision making, anger channeling, conflict resolution, stress reduction, relationship enhancement, self-defense training, loss resolution, and social skills training. Several of these topics are equally useful for potential victims and potential victimizers. The appropriate use of personal power is an area that deserves much attention for both victim prevention and situation prevention; other valuable areas for attitude exploration include sex role socialization, issues related to prejudice and discrimination, and separating sexuality from violence. Effective environmental design and the provision of thoughtful security measures and procedures can also reduce the kind of situations that leave persons victimized by the illegal and dangerous behaviors of others.

Past and present victims of violent acts have needs for information, support, safety, and counseling services. In some cases, restitution through disciplinary and judicial channels may be considered. Common themes in counseling victims include anger, guilt, fear, confusion, generaized distrust, grief, loss, and the recovery of self esteem. Persons close to the victims, such as friends, mates, and family, and perpetrators may benefit from counseling related to these same themes.

In addition to providing services and educational programming, institutional responses through position statements, resolutions and policies, along with the procedural guidelines to implement them, are of value. Most institutions already have such policies for some types of victimization, commonly those matters covered by student codes of conduct. Additional specific policies addressing sexual harassment, behavior at athletic events, and possession of weapons on campuses have been developed in some institutions. A few institutions already have an umbrella policy clearly stating that the use of any form of power to harm other people is inappropriate and will not be tolerated. As in all policy development, discussion and debate are necessary to clarify the local norms against violence and to develop shared understandings about how students and staff should respond to specific situations that have the potentional to create victims.

The abiding concern for student welfare on the part of all who work in post-secondary settings necessitates the eradication of all forms of violence in the educational setting so that the learning process and individual growth can be enhanced rather than impeded. The ACPA Commission I Task Force on Victimization and Violence on Campus will continue its efforts to this end.

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Roark:

Q: The whole long list of items you cite as factors related to violence on campus makes it clear that we can't just suggest a single strategy and believe that the whole problem will go away. But I call particular attention to a problem that you mention that is built into the fabric of our institutions. It is the sense of competition. Students feel like they are on the line every day, that the pressures are immense. There is not much security for students in this setting. What can we do about it?

A: You are right. I as an adult have not faced for a good many years the kinds of pressures that students now face and it is difficult to put myself back into that setting.

Comment: Also, it is more difficult for students now than it used to be because the range of choices is wider. This is particularly true in the sexual arena, and when the pressures and competition are strong, the potential for violence and abuse is also quite strong.

Comment: We worry that some violence may be the result of a backlash on the part of men who do not like the fact that women are more independent and assertive. Women are no longer on a pedestal, they are "one of the boys," if you will, and can thus be an acceptable object of violence.

STATE UNIVERSITY SYMPOSIUM ON PERSONAL SAFETY

April 29, 30, 1986

Entry from:

The State University College at Farmingdale

Title: "Campus Awareness of Personal Safety"

CAMPUS AWARENESS OF PERSONAL SAFETY

TABLE OF CONTENTS

A. Need for Personal Safety

B. Profile of Violent Persons

1. Sex
2. Age
3. Race
4. Abused childhood
5. Substance abuse
6. Verbal Deficits
7. History of violence and/or threatening behavior
8. Availability of weapons
9. Reward for violence
10. Precipitants to violence
11. Lack of coping skills
12. Suicide
13. Thought disorders
14. Sexual orientation
15. Socio-economic strata
16. Knowledge of the victim
17. Depression
18. Identifiable victim

C. Review of Increase in Violent Crimes. Off Campus

D. Potential for Violent Crime on Campus

Among Difficulties Encountered

E. Strategies to Increase Awareness Among Campus Persons

Physical Facilities
Building Security
Staff Training
Use and Abuse of Alcohol
Rape Prevention
Campus Security Personnel
Electronic Surveillance
CCTV Systems

F. Conclusion

CAMPUS AWARENESS OF PERSONAL SAFETY

A. Need for Personal Safety

As a public agency the responsibility of the State University is to ensure that all who come within its domain enjoy utmost safety. As of July 1969 the Board of Trustees, in compliance with Section 6450 of the Education Law, has filed with the Commissioner of Education and the Board of Regents the Rules & Regulations for the Maintenance of Public Order. These rules are restated in various publications in the University, e.g., in the Farmingdale Student Handbook it specifically states that "These rules recognize that students have within the law the right to free expression and obligation to conduct themselves lawfully, maturely and responsibly". However, they prohibit any person, either singly or in concert with others, to "take any action, create or participate in the creation of any situation which recklessly or intentionally endangers mental or physical health, or which involves the forceful consumption of liquor or drugs for the purpose of initiation or with any affiliation with any organization". In addition to the Student Handbook, the Manual of Rules governing campus security states clearly the objectives which include the protection of people and property. "Faculty, students, staff and visitors are entitled to the protection of their persons and property, and the preservation of their constitutional rights on campus".

The Manual of Rules further states that "Within the campus all members and employees shall at all times":

Take appropriate action to protect life and property

Preserve the peace

Prevent and detect crimes

Report safety and fire hazards

Report violation of University regulations for appropriate sanction.

In Article 43 of the United University Professions Agreement it is stated that a joint State UUP Safety and Health Committee shall be established...all matters relating to safety and health shall also be considered appropriate matters for discussion and recommended resolution consistent with the Agreement by campus and University level labor management committees.

Personal safety on campuses throughout the State University system has become a major concern, and as recently as January 22, 1986 the Chancellor of the University issued a memorandum in which he stated: "The personal safety of students, faculty and staff is of utmost importance to me and to the Board of Trustees. Our campuses must be communities where all members may participate freely in all activities without fear of personal harm". The Chancellor continues: "That the campus Personal Safety Advisory Committee, its actions and recommendations can provide a focal point for the review of personal safety issues, and can also provide the basis for annual reports, which will be submitted to the Board of Trustees".

B. Profile of Violent Persons

In our awareness of personal safety we are conscious that every individual has the capacity for violent behavior under certain conditions. However, we are also aware that "behavior is caused" and, as a result, we must consider the probabilities pertaining to such manifestations. From an analysis of violent behavior it is possible to catalog common characteristics that provide a profile of violent persons. This might be tabulated as follows:

1. Sex - Males in general exhibit higher rates of violence and, therefore, can be considered to be more prone as a group to violent behavior. It should be noted, however, that there are females who may have a history of violence or whose background might reflect violent behavior, and in some instances be as high risk as males.
2. Age - The age group of 17-39 provides a range in which most violent behavior takes place. In terms of a college population, therefore, it is possible to conclude that during college age people are susceptible to engaging in violent behavior. It is also noteworthy that among college students the day college students are more prone than evening college students who fall in the older age category.
3. Race - Statistically White males exhibit the highest rate of violence in our society. This is understandable because Whites are in the overwhelming majority. There are specific sub-groups in which violence is an almost acceptable part of a group's culture in terms of its frequency, or where violence has resulted in reinforcement, and in these groups there are factors that outweigh ethnicity as a predictor of violence. An example would be among certain young Black males in an urban ghetto setting.
4. Abused childhood - The history of abuse as a child has been clearly shown to result in higher overall rates of violence as adults. This does not say that every abused child will

become a violent adult, but it does indicate that where children are abused, there is a strong possibility that they in turn will abuse others.

5. Substance abuse - Substance abuse increases the possibility of violent behavior, particularly the usage of alcohol, cocaine, barbiturates and hallucinogens. Alcohol, because of its ease in acquiring and the cultural acceptance, it is clearly the single most abused substance in our society.
6. Verbal Deficits - There is a growing speculation that deficits in the ability to express oneself verbally may predispose an individual to violent behavior. When in stress or being provoked, or in feeling frustrated, such individuals lack a more appropriate way of venting emotions or coping with situations, they therefore become violent. Individuals who have demonstrated a predilection for impulsive behavior are also more likely to exhibit violent behavior.
7. History of violence and/or threatening behavior - This is the single best indicator or prediction of potential violence. While it does not mean that every individual who has behaved violently will act violently again, clearly those individuals who have demonstrated a history of violent acting out have the greatest potential to doing so again given the absence of any significant intervening variables. Threatening type behavior should also be placed in this category as it can frequently lead to an escalation of dangerous outcomes or invite violent behavior from others, or force an individual to behave violently to retain an established social standing.

8. Availability of weapons - While weapons do not cause violence, their accessibility in times of stress when individuals who have the capacity (demonstrated or potential) for violent behavior have at times been the final link in completing the cycle of violence. When a weapon is not available the individual's action may be delayed in that the violent behavior does not occur. Obviously the availability of weapons also significantly increases the chance that violent behavior will have serious consequences.

9. Reward for violence - Individuals who have been successful with violent behavior in that it has resulted in outcomes that they desire, are at a greater risk of behaving violently again since it has worked for them in the past. In other words, where violent behavior becomes an adaptive means of obtaining outcomes, its tendency to occur will be increased.

10. Precipitants to violence - High levels of stress, boredom or frustration can be triggers for violent behavior in predisposed individuals. This does not suggest that these factors will always incite violence in any individual, but rather that certain individuals who may be at greater risk for violent behavior due to the factors already discussed, may under conditions of great stress, frustration or lack of alternative behavior resort to violence as a means of recreation or venting emotions.

11. Lack of coping skills - The lack of appropriate coping skills for dealing with stressful situations has clearly been shown to be a factor which predisposes vulnerable individuals to violent behavior. An individual who does not have other means to resolve conflict, express oneself or obtaining the desired outcomes in a more acceptable manner, might resort to violent behavior if other means are not available.

12. Suicide - Suicide is a form of violent behavior, and there is some evidence to suggest that individuals who have harmed themselves are at a greater risk to harm others. There have also been instances when individuals who in their attempts to harm themselves also attempt to harm others at the same time.

13. Thought disorders - Disorders of thinking, particularly paranoia, may show a greater potential for acting out because of their distorted belief that they must protect themselves from others. It should be noted that the great majority of individuals with thought disorders are not violent. However, certain groups under specific conditions, may be a greater risk.

14. Sexual orientation - Individuals who are experiencing difficulty in this area, particularly males experiencing a homosexual panic (because of the strong societal bias against homosexuality) may become so agitated and threatened that even slight provocations may incite violence. In terms of a college campus, this factor should not be underestimated as there may be a significant number of people who are experiencing sexual identity conflicts during this period of their lives.

15. Socio-economic strata - Statistically members of lower socio-economic groups show higher rates of violent behavior. The critical factor is not ethnicity but environment which predisposes and rewards violent behavior as a means of survival. In terms of a college campus, individuals from lower socio-economic backgrounds may attempt to employ the same survival skills which were effective in the home environment.

16. Knowledge of the victim - Most violence occurs between individuals who know each other (family, friends, social relationships, etc.) A college campus, therefore, because of its multiple levels of relationships can in some ways be viewed as a breeding ground for violence arising out of the interaction of individuals who come in contact with each other in sometimes competitive ventures. Random violence against strangers, while frightening to most people, is in reality a much less common occurrence than violence among people who know or who are acquainted with each other.

17. Depression - Depression is the most commonly found psychological symptom in individuals who have behaved in a violent manner. Contrary to popular belief, the depressed individuals are not all lethargic and tearful. In fact, many of them are hostile and angry, agitated and desperate. Sleep difficulties are among the most important criteria of serious depression in college students and should never be ignored when observed or reported.

18. Identifiable victim - Individuals who have gone to the extent of identifying or targeting a specific victim are at greater risk for acting out than individuals who express anger in a more vague or diffused manner. The presence of an intentional plan for violence is a sign that it is being considered as an acceptable means of action. It is most important that in this situation where college personnel become aware of specific threats or actions that active intervention be taken.

C. Review of Increase in Violent Crimes Off Campus

As we heighten our awareness of personal safety, it is necessary to review the statistics on violent crimes on the national scene as well as in our immediate environment.

Violent crime is commonly defined as "any crime against a person that can cause serious physical injury or impairment of bodily function". Such crimes as murder, manslaughter, assault, robbery, arson, kidnapping, rape, sodomy and sexual abuse all fall under this category. According to the 1984 Federal Bureau of Investigation's Crime Report, aggravated assaults rose 5% and forcible rape was up .7% over 1983. Forty-five percent of those arrested for the crime of aggravated assault were under 25 years of age. In forcible rape 47% of those arrested were under the age of 25, and 31% were between the ages of 18 and 24. While both males and females can be and are victims of aggravated assault, the victims of forcible rape are always females.

In the local area, Suffolk County showed that in 1984 there were 42 incidents of murder, 10 incidents of manslaughter, 125 incidents of rape, 1049 incidents of robbery, 1342 incidents of aggravated assault and 9853 burglaries. There was somewhat of a reduction in all these categories in 1985, however, the figures are comparable. For example, murder was 25, manslaughter 8, rape 105, robbery 850, aggravated assault 1061 and burglary 6940.

D. Potential for Violent Crime on Campus - As an open campus straddling both Nassau and Suffolk counties, we are not only accessible, but somewhat vulnerable to individuals whose desire is to commit crime. The record in our Campus Security at Farmingdale shows that in 1984 there were 3 cases of sexual abuse, 3 cases of robbery, 6 of aggravated assault and 70 burglaries. In contrast with that of the County previously mentioned, the numbers increased on campus and while not dramatically, the increase was still significant for in 1985 sexual abuse was 5, robbery 8, aggravated assault 12 and burglaries 92. While in the sexual abuse cases they were not classified as severe in that the victims were accosted and/or fondled, the rights of people were still violated and caused them traumatic reactions, the kind of experience that one cannot know how long-lasting will be the effect.

There are violations of a subtle nature that also affect many members of our college community. They are of the racial and sexual types that find expression in the form of graffiti on the walls of student occupied buildings. There is also the presence of pornographic images that are posted in some public places. All these betray the sense of equal access of both male and female students.

Among Difficulties Encountered

It is understandable that the University has the responsibility to provide educational, social and even economic opportunity to all who desire these upgradings. The State University must also comply with the State and Federal mandates in affirmative action, which assures everyone equal opportunity. However, the open door policy of allowing parolees and individuals who have criminal records both to pursue education and to be employed on campus, exposes the campus to the possibility of people who are not fully rehabilitated to continue engaging in illegal activities, and also in committing crime on campus. With limited possibility of screening applicants, especially those who will be residing in the dormitories, the University must be vigilant both in its social educational program and in its supervision to discover individuals with traits that might disrupt the orderly function and the proper operation of the University.

There are other conditions within the system that often provoke hostility within certain individuals. For example, people who are not oriented to administrative procedures often become frustrated with what is regarded as "red tape". An individual who registers for a given course for a certain time of day and is told that the section is closed, sees this as a great problem because a number of other decisions impinge on that one. Again, when a course if offered in sequence and one is not available each semester, especially when that three point course stands between employment or admission to another institution, the individual sees an almost unsurmountable barrier to achieving not just an immediate, but often far-reaching goal. His or her lack of knowledge and lack of sophistication makes him or her extremely frustrated, and is sometimes provoked to hostility. The slow processing procedure also causes great frustration among students. For example, a student registers, pays his or her fees and at the end of the process an emergency occurs and he or she has to withdraw. Although the withdrawal process is immediately effected, it is at least eight weeks and often longer before the individual is able to receive a refund. This becomes extremely annoying and generates tremendous hostility from the student and sometimes his or her parents. A lack of understanding of governmental procedures often lead to generating hostility and even the committing of crime.

E. Strategies to Increase Awareness Among Campus Persons

In developing strategies to increase awareness among campus persons, the educational method must be employed. Information on techniques to ensure personal safety should constantly be available to all who use the campus. Newspapers and periodicals should report without sensationalism the accurate story behind incidents of crime that take place on campus. At times it might also be advisable to report those incidents that occur in nearby communities so that campus persons might be alert to what is happening around them. Hints to campus persons on avoiding dark and unpeopled places are necessary. They should be advised to avoid travelling alone in areas where they could be accosted. People should exert caution in the way in which they carry their belongings (pocketbooks, wallets, jewelry and other valuables). Campus periodicals should provide hints on personal safety and encourage people to carry whistles that they can blow if they are attacked. They should also be advised to flee the scene as quickly as possible whenever they sense danger. Flyers stating "where to go for help" should be available. These flyers should list sample problems and should carry the name of specific persons and offices that can offer assistance in particular problems. This type of information should be published from time to time, possibly several times in the semester, so that everyone can be aware of where to go for help. Bulletin boards in the lobbies of all buildings should carry such information. At the entrance the officer should hand out campus safety literature. This involves all who enter to participate in the security program. People should report any and all incidents in which they have reason to suspect that their rights were violated or they were being threatened.

The Campus Safety Committee should become the clearing house for information concerning crime. The Safety Committee must be in close contact with Campus Security and with the heads of the various units. This Committee should have representation from key units of the College, and should be the agent to disseminate information accurately as well as timely so that there is no misinformation.

The Campus Safety Committee should receive information concerning conditions that endanger the well-being of campus people, and in turn the Committee should report such information to the respective unit of the College that is responsible. Systematic follow-up of these reports should be made, and the necessary action recorded.

Awareness of personal safety will encourage each segment of the College to promote an educational program that would heighten the consciousness of everyone who uses the campus. Club groups like Backstage Theatre, could stage plays in which safety techniques can be demonstrated. Entire stories of how individuals might take precaution against attack or abuse could become the objective of good dramatization.

Physical Facilities

A key factor in the awareness of personal safety is the condition of the physical facilities. Among the chief conditions is the lighting of the campus. Where campuses are well-lit there is less chance of attack to victims. Individuals feel safe and are able to move about with greater ease. On the contrary, dark campuses invite intruders and provide opportunity for those who desire to commit crime to do so and escape without being easily recognized.

Another important factor is the presence of shrubbery near to buildings, especially shrubbery that are not well trimmed. These provide hiding places for people who desire to commit crime, as well as places to store loot. Such places also harbor garbage and besides making the environment unattractive, provide a nest where flames can be easily started.

Building Security

The condition and security of buildings is also essential, where doors can be locked, especially doors that are not used on a regular basis, e.g., back doors and side doors of buildings. The same applies to windows that are accessible from the ground. These are often used by intruders as entrances to buildings.

The physical condition of roads, parking lots and walkways are also essential, and where pot holes and large cracks are quickly filled and obstacles are removed, such conditions alleviate the hazzards that often give rise to accidents and injuries.

Staff Training

Along the educational line a program of staff training is essential if campus awareness of personal safety is to be effective. Such programs as in-service training sessions, in which staff members are made aware of situations that provoke hostility, should be developed. Role-playing might feature well in situations like that of diffusing anger. Take for example a case in which a student or a parent is angry that a refund has been delayed and such delay has caused not only embarrassment, but additional expense. The situation can be staged whereby the individual is spoken to in a sympathetic manner on the telephone, and if there is a confrontation, the facts of the case can be revealed, and the individual can be made to understand that the persons at the College are not necessarily responsible for the delay. Specific information regarding how long it will take for refunds to be given should also be at hand and available to students prior to registration. When the individual questions the delay, therefore, he or she might be reminded of the information that was made available. Role-playing can be used in many situations to realistically diffuse conflicts.

Use and Abuse of Alcohol

In the area of education, a campus should provide relevant and up-to-date information concerning the use and abuse of alcohol and drugs. It should be clearly stated in campus literature what the law requires and what the campus will allow or not allow. Substance abuse has been cited as a factor which increases the probability of violent behavior. Because of its availability and cultural acceptance, alcohol has a significant risk factor in violent incidents. To many students the consumption of alcohol is a mark of maturity, and especially that they might be leaving home for the first time to live on campus with considerable independence. They might see themselves as free to imbibe as they will. Clear guidelines and policies regarding the use of alcohol on campus, and careful monitoring of campus parties should minimize the effects of alcohol in social situations on the campus. Students should also be encouraged to plan activities which do not center around the use of alcohol.

Rape Prevention

Rape prevention workshops are also educational activities that can heighten the awareness of personal safety. The role of gender stereotyping, communication in relationships and assertion are critical in counteracting the incidents of acquaintance rape.

Workshops for incoming students as well as residence hall students need to address the issue of college dating expectations. Such a program should include both male and female students, and should center on developing skills in identifying positive as well as negative aspects of relationships. Values in relationships and clear communication are among the highlights of such discussions. Time should be spent on how to begin and even end a campus relationship in a positive manner. Students should feel free to express their thoughts on such topics as loneliness, acceptance, and even their feelings of hostility. Those who run these workshops should be faculty or staff who are qualified to dealing with the changing and developing adolescent. In these sessions students should be accepted for who they are and be enabled to grow without feeling threatened or rejected.

Campus Security Personnel

Essential in the safety program is the role of the Campus Security personnel. They are the professionals who are daily involved in tasks of law enforcement. In the college setting, however, they become a vital part of the educational process, and the way they discharge their duties say whether they are enablers or penalizers.

Security Officers can be a good source of information in conducting workshops on the prevention of violence. They can provide information on how to minimize the risk of serious injuries, and how in inevitable situations to control the violent person. As a trained professional the Campus Security Officer understands that self-control is a key factor in handling a disturbed person, and as they themselves practice self-control, they are able to diffuse many potentially dangerous situations. Campus Security personnel have been trained to stand face-to-face with would be attackers, and by employing defensive techniques are able to disarm and make the would be attacker helpless.

Security persons also are trained in the techniques of rendering first-aid and in administering CPR. It should be an established policy on the campus that the first people to be called in an emergency are the Campus Security personnel. The Campus Security telephone number should be visible at strategic locations on the campus, and every telephone should have a sticker which carries the information that says "all emergencies, ambulance, fire, police contact extention....", which is Campus Security. It is important to know that on our campus at Farmingdale, Campus Security contacts the Fire Department, the ambulance service and the County Police whenever there is an emergency on campus. These agencies expect to be contacted first by our Campus Security to whom they respond immediately. The Campus personnel is aware of this procedure and follow it. If other people were to call, they might not know the emergency code and the time spent to verify or clarify the message might mean valuable time lost and possibly serious injury to the victim.

Electronic Surveillance

A security plan can be greatly enhanced by an electronic control system. Access control, which offers ingress and egress to certain entrances and exits, are now commonly used in certain buildings and can enhance the security of the buildings on a campus. The system works by placing the proper coded card near a sensor. The card's code tells the sensor that the card has legitimate access to the door or gate to be opened. In addition, a computer connected to the sensor records the data, e.g., the person's name, date, time, status, etc. In the event that the sensor rejects the card as being not authorized for the particular entry, entry is denied. The computer records the rejection and other data regarding this unauthorized entry attempt and prints out the information which can be traced by Security personnel.

Another type of access control system is the cypher lock, which is used to unlock electric door strikes and door locks. It operates as follows: a 10 key pushbutton panel is mounted near the door and a 4 digit combination code is programmed into the panel. A person seeking entrance through a protected door must press the correct numbered sequence for the door to open. If the correctly numbered sequence is not entered, the door will not open. Unauthorized entries can be recorded and the 4 digit code may be changed periodically. Cypher Lock is used extensively by the United States Department of State in virtually every American embassy. Campus dormitories, laboratores and research facilities in which personnel work late and alone are ideal locations for access control systems.

CCTV Systems

Another electronically controlled device that can be available in assisting with security and recording information concerning entrance and exit, is the CCTV system. All CCTV systems consist of a camera that converts an optical image into an electrical signal, a coaxial cable that is one means of transmitting the electrical signal, and a video monitor that converts the electrical signal back into an optical image. CCTV functions as a sensor in "real-time". Real-time is defined as the here and now as opposed to time past such as in photography. Several cameras monitoring different areas can be joined to one central video monitor. More than one monitor can be connected to a single camera, as this allows several people in different locations to observe the same scene. Lenses provide wide-angle and close-up views. CCTV can provide direct observation of an area or the observations can be recorded on tape along with the date and time and played later. These tapes serve as expert testimony in criminal court trials or labor hearings. Parking lots, the "achilles heel" of any campus, serve as ideal locations for CCTV systems.

F. Conclusion

Each campus must realize that in order for its mission to be fully accomplished, security must be its hallmark. Every segment of the institution must carry bold evidence of this awareness. There must be strongly built and well-graded ramps where required; sturdy rails in permanent footings; doors that provide access as well as guaranteed safety; parking lots, roadways and hallways that are well lit; direct line telephones to a central location like Campus Security Office; information on personal safety in campus periodicals and newspapers; flyers with hints on precautions; information concerning procedure and practice in campus operations. When a campus focuses on an educational program that alerts all who are connected to it that safety is essential, then can all who are involved know that along with the educational program, safety is essential to that institution. As the sense of communal responsibility grows everyone becomes aware that no one is safe if anyone is at risk.

Palmer:

Comment: I would like to make two points growing out of the material in your paper. First, why is it that SUNY does not adopt a universal number on all campuses that would reach public safety offices? It would be like the 911 number used in many communities.

Second, the point you raised about persons on parole or probation coming to SUNY as students hit me hard. We had a homicide on our campus in 1984. The perpetrator was on parole for a crime, I believe a sexual offense as well as robbery, that was committed on another SUNY campus. When this person came to our campus, we had no contact either from the parole board or from our own admissions office. It troubles me to think that someone on our campus might have known of this person's background and either ignored my office or didn't trust me enough to handle the information with discretion.

More recently I have established a relationship with our new admissions director and I am now informed of persons whose backgrounds suggest the potentiality of a problem.

Comment: Networking is essential. Sometimes it takes a tragedy to realize this, and to come to the further recognition that all of us involved in campus safety are professionals and we need to rely upon one another as professionals. Without this linkage there is a danger for which we are responsible.

Comment: As a planner of this meeting, I must admit that it did not occur to me to invite admissions people and I now see it would have been important to do so. It illustrates the importance of networking.

Comment: The human relations program at Cornell worked with admissions staff and that has proven to be of value.

Comment: This is a difficult issue. I sit on a screening committee on our campus that reviews some of the high risk applicants. The only way we know if an applicant is a parolee is if, by chance, we recognize the address as that associated with the corrections system. There is no way of knowing who is and who is not a convicted felon or who stands a good chance of fitting in. Even if you know a background and ask a parole officer, you are going to get a vague response like: "He's a nice guy; he served his time." Still, many people are also entitled to a second chance, and a chance at higher education.

Comment: It needs to go the other way. If I am having trouble with an individual on campus, I need to know the people on the corrections end so that I can call and say: tell me about so-and-so. Security is everyone's job. If you leave it to me as public safety, it won't work. We can have meetings like this again and again, but what we need is the cooperation of the whole community.

Comment: What you say about the recognition that no one is safe if anyone is at risk may sound unrealistic, but it is really the articulation of a very important concept, namely that of Systems Safety. Safety is, and must be, comprehensive or it isn't safety at all, and in contemporary terms that is a systems approach.

Comment: I would like to commend our Farmingdale process as one which really is a systems approach. It is correct to say that it is the only plan that will work. And this meeting is part of the system. We are going to use the material and have a series of workshops on this material so that we can more nearly complete the process we have begun.

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